DOCUMENT RESUME

ED 409 921 JC 940 499

TITLE	Highline Community College Self-Study Report, 1992-93.
INSTITUTION	Highline Community Coll., Des Moines, WA.
PUB DATE	93
NOTE	156p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Accreditation (Institutions); *College Outcomes Assessment; Community Colleges; Educational Facilities; *Institutional Characteristics; Institutional Mission; Professional Development; Program Effectiveness; Program Improvement; School Effectiveness; *Self Evaluation (Groups); *Student Personnel Services; Two Year Colleges
IDENTIFIERS	Highline Community College WA

ABSTRACT

Prepared for a 1993 accreditation visit, this self-study report describes outcomes at Washington's Highline Community College for 10 college-wide standards. Following prefatory materials, including a campus map, a description of the self-study process, timelines, and abbreviations and definitions, an introduction provides general information on the college's mission, service area, students, and programs. The remaining sections present descriptions, analyses, and recommendations for the following standard areas: (1) an appropriate institutional mission and objectives; (2) finances, including data on revenues, expenditures, financial aid, program costs, and gifts and endowments; (3) the physical plant, reviewing campus maintenance and computers and other instructional technology; (4) library and learning resources, analyzing materials and services, utilization, off-campus programs, and effectiveness; (5) educational programs, describing procedures for adopting new courses and programs and describing outcomes for six divisions; (6) continuing education and special instructional activities; (7) instructional staff, reviewing development activities and funds and faculty evaluation and involvement; (8) administration, focusing on administrative organization, faculty committees, finances, and public relations; (9) students, including admissions, advising, alumni relations, athletics, the bookstore, child care, counseling, services for disabled students, extracurricular activities, financial aid services, high school equivalency and college high school programs, health services, international students, job referral, multicultural student services, orientation, registration, testing, and programs for women; and (10) scholarship and research, analyzing assessment methods, instructional improvement, faculty training and travel, and sources of funds. (KP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 409 921

HIGHLINE COMMUNITY COLLEGE

SELF-STUDY REPORT

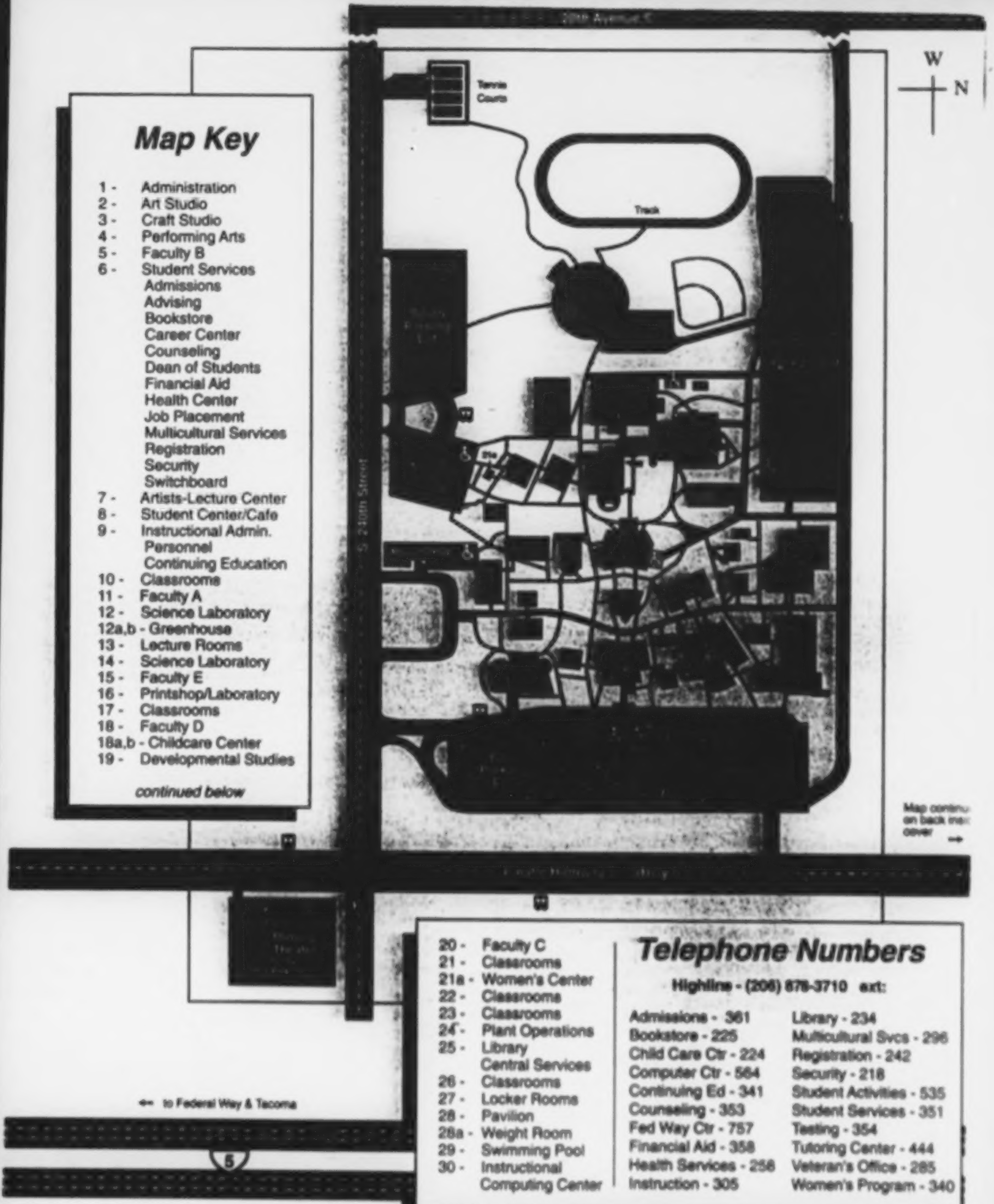
U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

1992-93

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
M. J. Grubiak
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

JC 940 499

BEST COPY AVAILABLE



Map Key

1 - Administration
2 - Art Studio
3 - Craft Studio
4 - Performing Arts
5 - Faculty B
6 - Student Services
  Admissions
  Advising
  Bookstore
  Career Center
  Counseling
  Dean of Students
  Financial Aid
  Health Center
  Job Placement
  Multicultural Services
  Registration
  Security
  Switchboard
7 - Artists-Lecture Center
8 - Student Center/Cafe
9 - Instructional Admin.
  Personnel
  Continuing Education
10 - Classrooms
11 - Faculty A
12 - Science Laboratory
12a,b - Greenhouse
13 - Lecture Rooms
14 - Science Laboratory
15 - Faculty E
16 - Printshop/Laboratory
17 - Classrooms
18 - Faculty D
18a,b - Childcare Center
19 - Developmental Studies

continued below

20 - Faculty C
21 - Classrooms
21a - Women's Center
22 - Classrooms
23 - Classrooms
24 - Plant Operations
25 - Library
  Central Services
26 - Classrooms
27 - Locker Rooms
28 - Pavilion
28a - Weight Room
29 - Swimming Pool
30 - Instructional
  Computing Center

Telephone Numbers

Highline - (206) 878-3710 ext:

Admissions - 361
Bookstore - 225
Child Care Ctr - 224
Computer Ctr - 564
Continuing Ed - 341
Counseling - 353
Fed Way Ctr - 757
Financial Aid - 358
Health Services - 258
Instruction - 305

Library - 234
Multicultural Svcs - 296
Registration - 242
Security - 218
Student Activities - 535
Student Services - 351
Testing - 354
Tutoring Center - 444
Veteran's Office - 285
Women's Program - 340

BEST COPY AVAILABLE

HIGHLINE COMMUNITY COLLEGE

2400 S. 240th St. • P.O. Box 98000 • Des Moines, WA 98198-9800

SELF-STUDY REPORT

1992-93

BEST COPY AVAILABLE

Edward M. Command
President

The process of preparing Highline College's Accreditation Self-Study Report began in January, 1992, when committees were appointed and charged with conducting an in-depth review of programs and services, organizational structure, personnel, and physical resources. These reviews aimed at increasing our effectiveness, improving the quality of programs and services, and reducing expenditures. This process has led to the broad acceptance of evaluation and review as activities to continue as a regular part of the College's responsibility. In addition, it has been an opportunity for all members of the faculty and staff to participate in the comprehensive review of the College and to provide a basis for planning for the future.

The self-study process provided an opportunity for the College to look at itself critically. The focus has been on instruction, services, and activities that actually are occurring. The College has been viewed as a single entity with all parts integrated and dependent upon one another for its success.

For this time of self-study evaluation, attention has been focused on the accomplishments, purposes, and effectiveness of the College. We have found Highline Community College is a healthy and effective organization with an outstanding faculty and staff dedicated to the mission of the institution.

Edward M. Command, Ed.D.
President

ADMINISTRATION

Phillip H. Swanberg
Dean of Students

Owen F. Cargol
Dean of Instruction

Laura E. Saunders
Dean of Administration

BOARD OF TRUSTEES

Marilo Brock
Normandy Park

Jack Kniskern
Des Moines

Thomas Nixon
Federal Way

Gerald Robinson
Three Tree Point

Contents

Campus Map . . . . inside cover
Preface i
Administration, Board of Trustees i
Institutional Self-Analysis vii
Abbreviations & Definitions ix

INTRODUCTION 1
- Highline Community College & its Mission 1
  - Primary Audiences Served 1
  - Community 1
  - Population Growth 1
  - Economy 3
  - Student Population 3
  - Programs 4

STANDARD I
INSTITUTIONAL MISSION & OBJECTIVES 7
- Introduction 9
- Analysis 9
- Recommendation 10

STANDARD II
FINANCE 11
- Analysis 18
  - Budget 18
  - Accounting 18
  - Net Assets 18
  - Instructional Expense 19

STANDARD III
PHYSICAL PLANT 21
- Introduction 23
  - Equipment 23
  - Computer Equipment 23
  - Non-Computer Equipment 25
- Analysis 25
- Recommendations 26

STANDARD IV
LIBRARY & LEARNING RESOURCES 27
- Introduction 29
  - Goals 29
  - Facilities 29
  - Library Materials 29
  - Library Services 29
  - Library Cooperation 29
  - Equipment 30
  - Usage 30
  - Off-Campus Sites 30
  - Automation 30
  - Budget 30
  - Staff 31
  - Staff Development and Evaluation 31
- Analysis 32
  - Philosophy and Goals 32
  - Materials and Services 32
  - Utilization 32
  - Off-Campus Programs 33
  - Effectiveness of Policies and Procedures 33
  - Course and Program Development 34
  - Long and Short Range Planning 34
- Recommendations 34
  - Changes in Program and Procedures Which Do Not Have Significant Staff Impact 34
  - Changes in Program and Procedures Which Do Have Significant Staff Impact 34
  - Addition of Materials and Equipment 34
  - Conclusion 34

STANDARD V
EDUCATIONAL PROGRAMS 37
- Introduction 39
  - Comprehensive General Education 39
  - University Transfer 39
  - Occupational Programs 39
  - Continuing Education 39
  - Community Services 39
- Special Student Groups 42
  - Developmental Studies 42
  - Gifted Students 42
  - Handicapped and Disadvantaged Students 42
- Analysis 43

Contents

- Arts & Humanities Division 44
  - Overview 44
  - Department/Program Analysis 45
    - Writing 45
    - Humanities/Literature/Philosophy 46
    - Speech 47
    - Jewelry/Goldsmithing Technology 47
    - Production Illustration 49
    - Offset Printing 49
    - Library Technician 50
    - Music/Art/Drama 50
    - Foreign Language 51
- Business Division 51
  - Overview 51
  - Department/Program Analysis 54
    - Business 54
    - Accounting 54
    - Interior Design 55
    - Fashion Marketing 56
    - Medical Assistant 56
    - Office Occupations 57
    - Air Transportation Business 58
- Developmental Studies 59
  - Overview 59
  - Department/Program Analysis 59
    - Adult Basic Education/ High School Completion 59
- Health, Physical Education and Education Division 59
  - Overview 59
  - Department/Program Analysis 61
    - Dental Assistant 61
    - Nursing 62
    - Respiratory Care 63
    - Physical Education 64
    - Education Department 64
    - Parent Education 65
- Pure & Applied Science Division 66
  - Overview 66
  - Department/Program Analysis 67
    - Mathematics 67
    - Physical Science 68
    - Engineering 68
    - Computer Information Systems 69
    - Computer Science 70
    - Life Sciences 70
    - Diving Technology 70
- Social Sciences Division 71
  - Overview 71
  - Department/Program Analysis 72
    - Administration of Justice 72
    - Anthropology/Sociology/Behavioral Science 72
    - Economics 72
    - History/Geography/Social Science 73
    - Legal Assistant 73
    - Psychology 74

STANDARD VI
CONTINUING EDUCATION & SPECIAL INSTRUCTIONAL ACTIVITIES 75

- Introduction 77
- Analysis 77
  - Faculty and Staff 78
  - Course/Program Development 78
  - Evaluation 79
  - Training 79
  - Compensation 79
  - Services 79
  - Recommendations 79

STANDARD VII
INSTRUCTIONAL STAFF 85

- Introduction 87
  - Institutional Faculty Profile, Fall 1991 87
  - Source and Number of Terminal Degrees of Highline Community College Faculty 87
- Faculty Professional Development 88
  - Travel Fund 88
  - Professional Leave 88
  - Growth and Enrichment Leave 89
  - Faculty Exchange Leave 89
  - Professional Development Units 89
  - Professional Improvement Units 89
- Sources of Faculty Development Funds 90
  - Instructional Improvement Fund 90
  - Title III Faculty Development Cooperative Grant 90
- Professional Staff Development 90
  - Administrators 90
  - Exempt/Classified Supervisors 90
  - Classified Staff 90
- Analysis 91
  - Faculty Selection Process 91
  - Strengths 91
  - Weaknesses 91
  - Recommendations 91
  - Placement for New Faculty 92

- Strengths 92
- Recommendations 92
- Division Chair Selection 92
  - Strengths 93
  - Needs Improvement 93
  - Recommendations 93
- Faculty Security 93
- Faculty Assignments 94
  - Strengths 94
  - Needs Improvement 94
  - Recommendations 94
- Academic Freedom 94
- Faculty Evaluation 95
  - Recommendations 95
  - Strengths and Improvement Areas Professional Staff Development 95
- Faculty Involvement 96
  - Strengths 96
  - Needs Improvement 96
  - Recommendations 96

STANDARD VIII ADMINISTRATION 97

- Introduction 99
- Administrative Organization 99
  - President 101
  - Dean of Instruction 101
  - Dean of Students 101
  - Dean of Administration 101
  - Director of Financial Aid 102
  - Director of Resource Development 102
  - Associate Dean of Instruction for Occupational Programs 102
  - Associate Dean of Students 102
  - Associate Dean of Instruction for Academic Programs 103
  - Director of Management Systems 103
  - Director of Facilities and Operations 103
  - Director of Public Information 103
  - Controller 103
  - Registrar 104
  - Director of Personnel 104
  - Director of Continuing Education 104
  - Director of Library & Media Services 104
- Faculty Committees 104
- Financial Program 105
- Physical Plant 106
- Public Relations Program 107
  - Analysis 107
  - Recommendations 109

STANDARD IX STUDENTS 111

- Administration of Student Personnel Services 113
  - Introduction 113
  - Analysis 113
  - Recommendations 114
- Admissions 114
  - Introduction 114
  - Analysis 116
  - Recommendations 116
- Advising 116
  - Introduction 116
  - Analysis 116
  - Recommendations 117
- Alumni Relations 117
  - Introduction 117
  - Analysis 117
  - Recommendations 117
- Athletics 118
  - Introduction 118
  - Analysis 118
  - Recommendations 118
- Bookstore 119
  - Introduction 119
  - Analysis 119
  - Recommendations 119
- Childcare 119
  - Introduction 119
  - Analysis 119
  - Recommendations 120
- Counseling 120
  - Introduction 120
  - Analysis 120
  - Recommendations 121
- Disabled Student Services Program 121
  - Introduction 121
  - Analysis 121
  - Recommendations 121
- Extracurricular Activities 121
  - Introduction 121
  - Analysis 122
  - Recommendations 122
- Financial Aid Office 123
  - Introduction 123
  - Analysis 123

    Recommendations 123
GED Testing Program 123
    Introduction 123
    Analysis 124
    Recommendations 124
Health Services 124
    Introduction 124
    Analysis 124
    Recommendations 124
Highline Community College High School 125
    Introduction 125
    Analysis 125
    Recommendations 125
International Students 125
    Introduction 125
    Analysis 125
    Recommendations 126
Job Referral 126
    Analysis 126
    Recommendations 126
Multicultural Student Services 126
    Introduction 126
    Analysis 127
    Recommendations 127
Orientation 127
    Introduction 127
    Analysis 127
    Recommendations 128
Registrar 128
    Introduction 128
    Analysis 131
    Recommendations 131
Testing 131
    Introduction 131
    Analysis 131
    Recommendations 132
Union Cafe 132
    Introduction 132
    Analysis 132
    Recommendations 132
Women's Programs 132
    Introduction 132
    Analysis 132
    Recommendations 133

STANDARD X
SCHOLARSHIP & RESEARCH 137
Introduction 139
    Teaching Effectiveness 139
    Counseling 139
    Campus Environment 139
    Student Outcomes 139
    Faculty Publications 139
Outcomes Assessment 140
Instructional Improvement 140
Faculty Training & Travel 140
Title III Funds 140
Federal Vocational Funds 140
Analysis 140
Recommendation 141

Institutional Self-Analysis

In April, 1991, a core Steering Committee met to address Standards I-X in anticipation of the College's accreditation visit in April 1993. Committee Co-Chairs, representing the College's faculty and staff, selected an area for study reflecting professional expertise and/or interest. A Pre-Study Group, in consultation with college officials, determined that a comprehensive analysis of Highline College would be an appropriate format for this study and subsequent long range planning.

The Steering Committee Co-Chair/Director, appointed during fall quarter 1991, conducted training workshops and directed steering committee efforts in securing membership and selecting self-study timelines. The Highline College campus community became fully involved in the activities through interviews, research, analysis, discussions, and departmental/program self-studies. During fall quarter 1992, a review draft of this self-study was made available to the faculty and staff for general comment. Staff and students were also informed through the College newspaper, the *Thunderword*, and other methods, that copies were available in the Library, faculty buildings, administrative offices, and student government offices for review and comment. Copies were also available from Highline College Education Association (HCEA) and Washington Public Employees Association (WPEA). Two open Forums were conducted during October 1992. Each standard was thoroughly reviewed, and in many cases rewritten, to produce this final document.

This *Highline Community College Institutional Self-Study Report* is a reflection of the campus-wide participation.

- **Donna M. Wilson**, M.A., Director, Highline Accreditation & Co-chair, Steering Committee
- **Owen F. Cargol**, Ed.D., Accreditation Liaison Officer & Co-chair, Steering Committee

1993 Accreditation **Steering Committee Assignments and Members**

	CO - CHAIR	FACULTY/STAFF	AREA REPRESENTATIVE	STUDENT
STANDARD I	Michael Grubiak	———	———	———
STANDARD II	Alicia Tseng	Cathy Pitts; Richard Snapp; Louis Eriksson	Scott Hardin; Brenda Mason	Camie Nguyen
STANDARD III	Laura Saunders	Phil Sell	Stan Shaw	T.J. Forman
STANDARD IV	Dana Franks; Marie Zimmermann	Richard Peek	Elizabeth Richardson	Teena Kracht
STANDARD V	Kathy Dunn; Bob Eley; Mary Odem	Caryl Utigard; Ted Treanor	Cerathel Burnett	Christina Manderville
STANDARD VI	Scott Winslow	Mary Anderson	———	———
STANDARD VII	Ed Morris; Bill Mair	Larry Booth	Cindy Gregg	Tom Durham
STANDARD VIII	Laura Saunders	Lorain Stowe	John Hurley	Dave Cross
STANDARD IX	Michael Grubiak	Lance Gibson; Bruce Mackintosh; Booker Watt	Cerathel Burnett; Kay Balston; Marie Richardson-Ferguson	Karen Ng
STANDARD X	Robin Buchan	Charles Stores	Phil Sell	Sheryl O'Dom

HIGHLINE COMMUNITY COLLEGE INSTITUTIONAL SELF-STUDY TIMELINES

Apr-Jun 1991	· Notification from NWASC to Highline College · Selection of Steering Committee Co-Chairs · Assignment of Standards I-X
Sep 1991	· Institutional Self-Study Workshop, Spokane, Washington
Sep-Nov 1991	· Pre-Study Group
Nov-Dec 1991	· Appointment of Director, Co-Chair, Steering Committee, Highline Community College Self-Study · Selection of Committee Members for Standards I-X
Jan 1992	· Selection of Committee Members (continued)
Feb 1992	· Steering Committee Training · Workshops for Research and Analysis Guidelines and Format · Timelines for Self-Study Project
Mar 1992	· Selection Deadline for Research and Analysis, Standards I-X
Mar-Aug 1992	· Standard I-X, Research and Analysis · Campus-Wide Interviews and Discussions · Department/Program Self-Studies · Preliminary Drafts of Standards I-X
Sep 1992	· Compilation of Draft Report, Standards I-X · Feedback from Faculty, Staff, Administration · Revise Standards I-X
Oct 1992	· Feedback: Faculty, Staff, Administration, Highline College Education Association (HCEA), Washington Public Employees Association (WPEA), Highline College Student Union (HCSU), Faculty Senate, Student Affairs Council · Open Forums (Oct 9, 23)
Nov -Dec 1992	· Revision and Editing · Formatting for Printing
Jan 1993	· Comments/Feedback from Faculty, Staff, Administration · Proof Document by Steering Committee · Preparation for Printing
Jan-Feb 1993	· Printing Self-Study Report
Mar 1993	· Distribution of Report
Apr 14-16, 1993	· Accreditation Visit to Highline Community College

Abbreviations & Definitions

AACC - American Association of Community Colleges

A national organization of community, junior and technical colleges and individuals connected with two-year colleges.

ABE - Adult Basic Education

A federally funded program designed to provide educational opportunities for adults who have not achieved an educational level equivalent to eighth grade in the common schools.

CIP - Classification of Instructional Programs

A program (subject matter) classification system used by IPEDS.

CTC - Communication Technology Center

The Consortium of Community and Technical Colleges who provide centralized support for computing.

ESL - English as a Second Language

A program designed for any student whose first language is not English. It involves listening, speaking, reading and writing.

FMS - Financial Management System

A data processing system designed to process financial data. Highline's administrative systems are supervised by the CTC at Redmond, Washington.

FTE - Full-Time Equivalent

FTE/F - Full-Time Equivalent Faculty

Unit of employment status equivalent to one individual being employed full-time, typically as a teacher, counselor, or librarian. An important measurement used in funding and computing faculty loads.

FTE/S - Full-Time Equivalent Student

GED - General Educational Development

An alternative program available for individuals lacking a high school diploma and wishing to have one.

HCEA - Highline College Education Association

The faculty organization affiliated with Washington Education Association that represents faculty in negotiations.

HCSU - Highline College Student Union

The student body organization of Highline College students.

HEPB - Higher Education Personnel Board

A state agency charged with administering civil service programs for classified employees in higher education institutions, including Highline.

IPEDS - Integrated Post Secondary Education Data System

Federal government reporting system.

MIS - Management Information System

The general name for the series of operational reports submitted by the College districts to the SBCTE.

NWAACC - Northwest Athletic Association of Community Colleges

The governing body for Washington State Community College intercollegiate varsity sports.

OFM - Office of Financial Management

The agency charged with the development and administration of the budget of the State; also performs certain other management services and prepares higher education enrollment projections.

RCW - Revised Code of Washington

The official codified set of statutes adopted by the legislature.

SBCTC - State Board for Community and Technical Colleges

The state level agency of Washington community and technical colleges.

TACTC - Trustees Association for Community and Technical Colleges

The formal organization of trustees of Washington Community College Districts.

WAC - Washington Administrative Code

The codified administrative regulations of state agencies.

WACTAC- Washington Association of Community and Technical Colleges

An organization of Washington Community and Technical Colleges represented by the presidents of the member institutions.

WEA - Washington Education Association

A state-wide organization representing faculty.

WOIS - Washington Occupational Information System

A computerized service listing updated educational programs/occupational opportunities available in the State of Washington.

WPEA - Washington Public Employees Association

An independent organization representing Washington State employees, typically in the classified personnel service.

Introduction

BEST COPY AVAILABLE

INTRODUCTION

Donna M. Wilson, Director Accreditation and Steering Committee Co-Chair; Instructor, Spanish; and Coordinator, Foreign Language Department

Introduction

HIGHLINE COMMUNITY COLLEGE AND ITS MISSION

Highline Community College, located midway between Seattle and Tacoma, Washington, is a state-supported, comprehensive two-year college offering its students a wide variety of academic transfer and occupational programs and services at convenient times and locations. The College was founded in 1961 to serve the Highline School District of King County, Washington. The Community College Act of 1967 separated the College from the Highline School District, established Community College District 9, and created the local Board of Trustees and the State Board for Community and Technical Colleges (SBCTC). This legislative act specifies the shared responsibilities of the local Board of Trustees and the SBCTC.

Highline Community College serves its students and the community by providing programs of comprehensive education and opportunities for continuing education. In carrying out this purpose, the College has five primary objectives:

- to provide a broad, comprehensive education
- to offer courses equivalent to those of the first two years of senior colleges
- to offer occupational programs based on technical and vocational curricula
- to offer a continuing education program providing supplementary occupational education for job retraining or upgrading
- to offer a self-supporting program of avocational courses, community services and activities responsive to personal needs and interests.

During the past decade, major economic growth and demographic changes have occurred in the Seattle-Tacoma area, causing significant shifts in the educational needs of the surrounding communities. Reductions in state funding that have severely reduced the College's ability to meet these emerging needs have occurred almost simultaneously.

In spite of the economic and demographic shifts and budget limitations imposed by the State, the demand for services of Highline Community College has remained constant over the years. In its thirty-year history, Highline has furthered the education of 350,000 people. The continued growth of the College has been a result of its dedication to offering a consistently high quality education at affordable prices. Offerings include courses, certificates, and degrees in academic and occupational studies; continuing education classes; workshops and seminars; community service classes; and basic education and high school diploma programs.

Primary Audiences Served

Highline Community College's mission is directly and powerfully affected by the geographic, economic, and demographic characteristics of the College's service area. King County, where the College is located, is home to major manufacturing industries - The Boeing Company and The Weyerhaeuser Company - and a major international airport. The "audience" which Highline serves stretches from the south side of the city of Seattle to the northern boundaries of Tacoma, which are, respectively, the largest and third largest cities in the state of Washington. The College's proximity to major highways and thoroughfares (Interstate 5 and 405, and Highways 99 and 516), as well as efficient public transportation systems, provide easy access to a large student population.

Community

The communities immediately surrounding Highline Community College, Des Moines and Federal Way, are the fastest growing areas in the region. Interconnecting cities built between Seattle and Tacoma have already begun to feel the population surge. Housing permits in the cities of Des Moines and Federal Way reached an all-time high in 1991. According to the Office of Financial Management in Olympia, Des Moines, the city in which the College is located, is the third fastest growing city in the State of Washington.

Demographic changes (births, deaths, aging, and migration) will alter the profile of Washington State population and its labor force by the year 2000. The demographic changes, combined with the changes in technology, labor productivity, organizational structure, and market demands, create a slow but constant change of the occupational profile of the state. Nationally, faster population growth among blacks, Hispanics, and other minorities, accompanied by a small rise in their participation in the labor force will result in additional labor force changes.

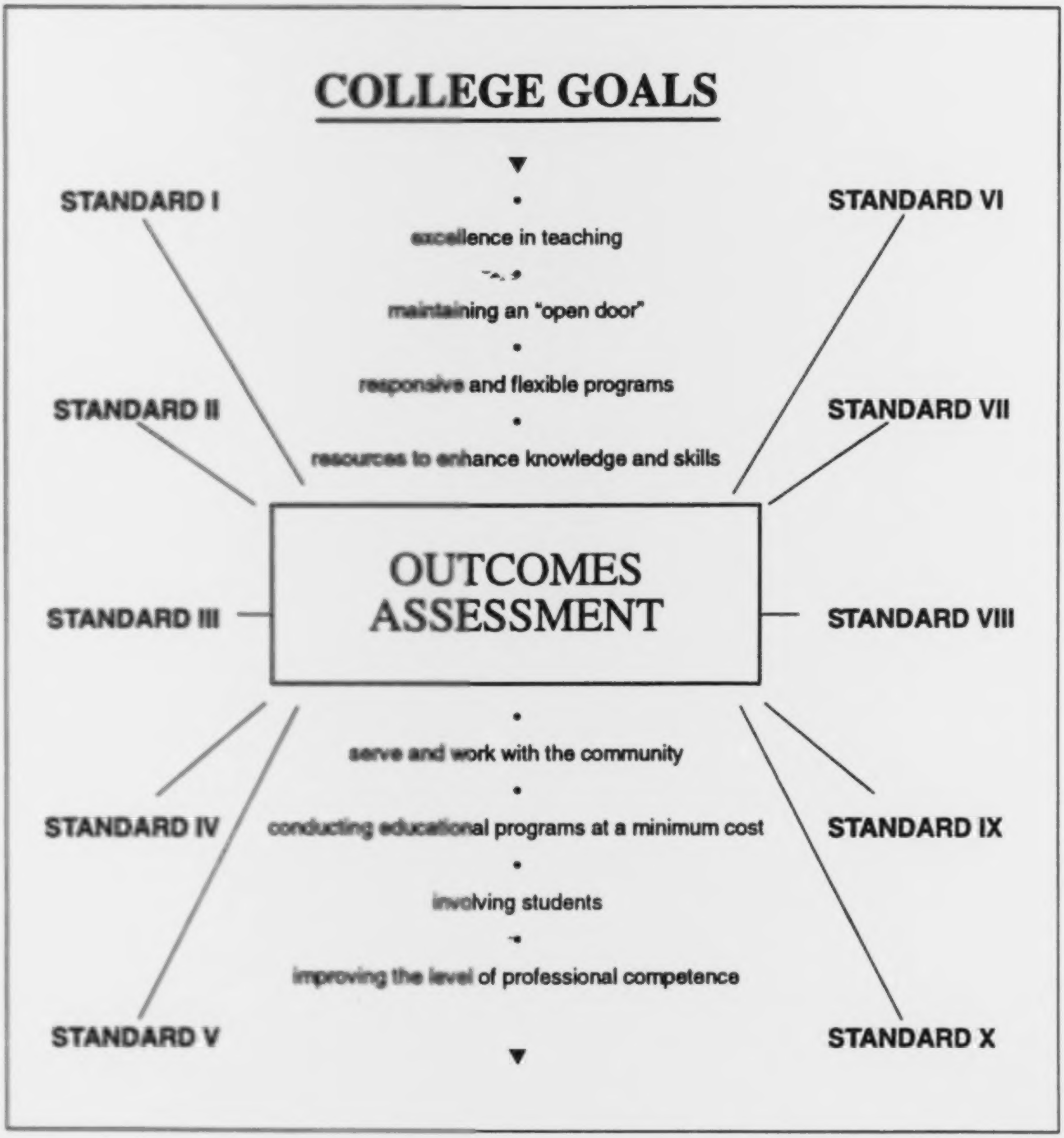
Population Growth

The total population of King County was 1,269,749 in 1980, estimated at 1,413,900 in 1988, and forecast to grow to 1,601,704 by 1990 - a +13.2 percent change in the 1988-1990 years alone. Forecasts updated by the Puget Sound Council of Governments in 1988 suggest King County can expect substantial added growth between now and the year 2000, when the County's total population is expected to be nearly 1.7 million. By the year 2020, 2.1 million residents are forecast for King County, 50 percent above the current population. (Sources: The 1989 *Annual Growth Report*, King County, Washington, June 1989; *Washington State Office of*

Financial Management, Puget Sound Council of Government.)

The Federal Way area will show an increase in the 45+ age bracket within the next five years. This is an important shift from the 18-24 year-olds, who make up an equal portion of the population now, to one where they are significantly outnumbered by 45-54 year-olds in five years. This demographic shift will result in a significant increase in income levels in the area. (Source: ***Federal Way: Diving into the 90's: Community Profile and Economic Report 1991-1992.***)

The increasing population has already begun to intensify demands for particular services:



COLLEGE GOALS
STANDARD I
STANDARD II
STANDARD III
STANDARD IV
STANDARD V
STANDARD VI
STANDARD VII
STANDARD VIII
STANDARD IX
STANDARD X
excellence in teaching
maintaining an "open door"
responsive and flexible programs
resources to enhance knowledge and skills
OUTCOMES ASSESSMENT
serve and work with the community
conducting educational programs at a minimum cost
involving students
improving the level of professional competence

- Growth of retail and commercial businesses has provided more career advancement opportunities for employees who have business education, training, and degrees in business and related programs
- Expansion of medical services has increased demands for nursing and medical laboratory technicians, increasing the critical shortage of qualified employees.
- Increasing demands for baccalaureate degree programs has increased pressure on lower-division transfer classes and increased demands for guaranteed transfer to public four-year colleges. Younger students (17-20 years of age) will increasingly seek community college education as tuition and attendant costs consume a larger portion of disposable income. Minorities in our area will seek community college education as a means of continuing their advancement.
- Increased automation of service sector jobs will require more classes in computer education and classes in logic and reasoning.
- Rapid increases of service sector jobs will be accompanied by a significant increase in management and administrative positions.
- The current legislative lid on growth will require the College to examine alternate methods of providing educational opportunities to the community which are not dependent upon State funding.

Economy

The economy of the area surrounding Highline Community College is experiencing an upswing that is expected to last well into the 1990s. Economic ties with Japan and the Pacific Rim countries will continue to affect the Northwest seafood industry, wheat production, timber industry, and technology markets. European markets have tapped into the industrial equipment and computer component markets of the area. As a result of this economic upswing, education and job training are taking on a new significance by becoming a requirement for many job-entry levels which did not previously require post-secondary education.

Federal Way serves as headquarters to some of the county's largest companies. These include Weyerhaeuser Company, United Pacific Insurance Company, ABAM Engineers, Inc., and the printing plant of the Dow Jones Company. Federal Way's population of 67,000 is expected to reach 104,000 by the year 2020. This portion of the district will see extensive construction projects, banking and commerce operations, and light manufacturing continue to grow. Medical businesses and clinics have developed and expanded around the new St. Francis Community Hospital. In its two years of experience, the St. Francis Community Hospital has grown by 37 percent, and long-range plans envision extended health care facilities. The rapid construction and anticipated growth of apartments with several hundred units each will impact areas immediately surrounding the College and throughout the district. The population influx will include young families and workers (25-35 age group) as predicted by standard population forecasts. Two-income households will continue to dominate.

South King County is also home to The Boeing Company, the nation's leading airplane manufacturer. The Federal Aviation Agency predicts that airline passenger boardings will increase at an annual rate of about 5.2 percent between 1991-2010, boosting passenger boardings to more than 800 million by 1999. Boeing has reported that it has enough planes on its order books to stay busy through the mid-1990s. Currently, half of their completed airplanes are designated for foreign markets. The Seattle-Tacoma International Airport, located just five miles north of Highline Community College, is currently facing a major step in anticipated growth. This airport is the closest major airport in the continental United States to Pacific Asia via the Great Circle Route. Seattle's position on the Pacific Rim and the rapid expansion of trade and tourism with the Far East have caused Sea-Tac Airport to face the major decision of expanding or changing its location. Should the airport remain at its present location, an additional runway is proposed.

The Port of Tacoma and the Port of Seattle both are feeling the rapid growth of the trade industry. Currently, the Port of Seattle is the fourth largest container port in the world. According to the *1991 Port of Seattle Annual Report*, it shows that $25 billion worth of international trade passed through the Port in 1991.

Student Population

As expressed in the beginning paragraphs, the mission of Highline Community College is to provide a high-quality post-secondary education, and its goal is to ensure student success regardless of age, previous educational experiences, or learning style. The characteristics of the student population now enrolling make this mission more difficult but also make it more essential. The nature of the student population has significant implications for institutional development if the College is to maintain access and excellence.

The student profile for fall 1991 at Highline Community College was:

FTE	4,947
Total Students Served	9,519
Full-Time Students	4,238 (3,891 FTE)
Part-Time Students	3,715 (1,056 FTE)
Average Age	24.3
*Male-Female Ratio	65% Female; 35% Male
*Minority Population	1,347

*Indicates those students providing information at the time of registration

Introduction

Many students at Highline Community College are single, head of household females who are limited by time and money. Women comprise 65 percent of the student population, and they are forced to take classes as time and money allow. This means that it may take up to five years to complete a two-year program, causing the College to keep reinvesting money into counseling, advising, and registration time.

Financial aid is offered to students in the form of Pell Grants, federal grants which are determined by the family income and the cost of tuition; Supplemental Educational Opportunity Grants, federal grants which are awarded to students with the highest financial need who qualify for a Pell Grant; and State Need Grants, which are available for Washington residents.

Fall 1991 grants awarded were:

Pell Grants	792
Supplemental Educational Opportunity Grants	272
State Need Grants	345

Programs

Five types of programs are offered by the College: Academic and Transfer, Occupational, General Education, Developmental, and Continuing Education and Personal Enrichment. Approximately 135 academic transfer and pre-professional programs in 124 categories are available at the College, and most of these programs are designed in cooperation with area four-year institutions.

Two associate degrees are offered: Associate of Arts and Associate of Applied Science. In addition to the Associate of Arts degree, which satisfies the general education requirements for most baccalaureate degrees, the College has developed transfer agreements and course equivalency sheets to help ensure proper program planning and easy transfer. The Associate of Applied Science degree or certificates of completion are awarded upon completion of one of the 43 occupational programs. In the fall quarter 1991, 32% of the student population was enrolled in occupational programs.

The College has actively improved its Developmental Studies Department in order to provide students with improved basic skills. This program is designed to bring students to a level where they can succeed in college transfer or occupational programs. The Developmental Studies Department consists of basic courses in reading, writing, arithmetic skills, and study skills. Human services courses in college survival and career directions are also available. In addition, the High School Completion Program, the Adult Basic Education Program, elementary English as a Second Language, as well as Adult Literacy projects are administered through the Developmental Studies Department.

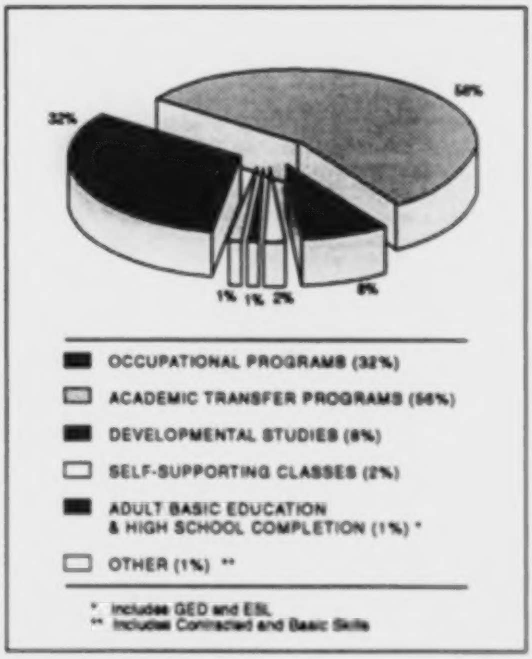
A high percentage of students entering Highline Community College need skill-building classes for academic deficiencies before enrolling in college-level classes. While the Adult Basic Education program has remained at a near constant of 9 percent to 10 percent of the student enrollment, the number of entering students who require basic skills classes has doubled since 1983. During fall quarter 1991, 34-74 percent of entering students tested deficient either in basic mathematics, pre-college algebra, reading, or English skills.

Continuing Education and Personal Enrichment programs provide workshops and credit classes which meet the community's need for personal and professional enrichment. Approximately 100 classes are offered each quarter. The Special Programs Development Center offers seminar series in career success and international trade, and an extensive Business Development Program provides classes and counseling for small businesses.

Most students enroll because they want a better job or to prepare for a satisfying career, but their goals are not clear enough to form a basis for specific educational plans. As a result of this indecision, the students entering the College need help in making career decisions and establishing career goals. The Career Counseling Center reports that for students entering Highline Community College in fall 1991:

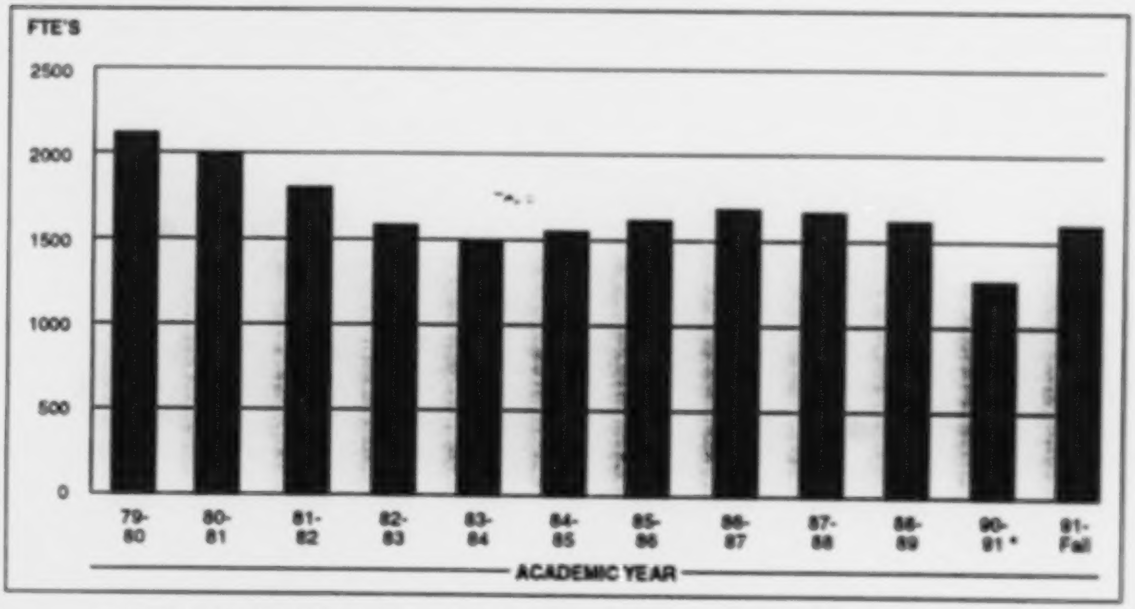
- 19% were not sure of career goals, 35% were fairly sure
- 15% were not sure of educational goals, 31% were fairly sure
- 29% asked for help in choosing a major or a career, 16% indicated that they might need help

Fall 1991 Enrollment By Program at the College Was:



Many students who enroll in occupational programs are on the verge of pursuing a second career at mid-life. Because time and money are limited for many students, more students are choosing vocational/technical schools which specialize in their area of interest, require a shorter amount of time, and emphasize the marketability of the graduate. This shift has resulted in a decline in the enrollment in occupational programs at Highline, down from 41 percent of the student population in 1980 to 32 percent in fall 1991.

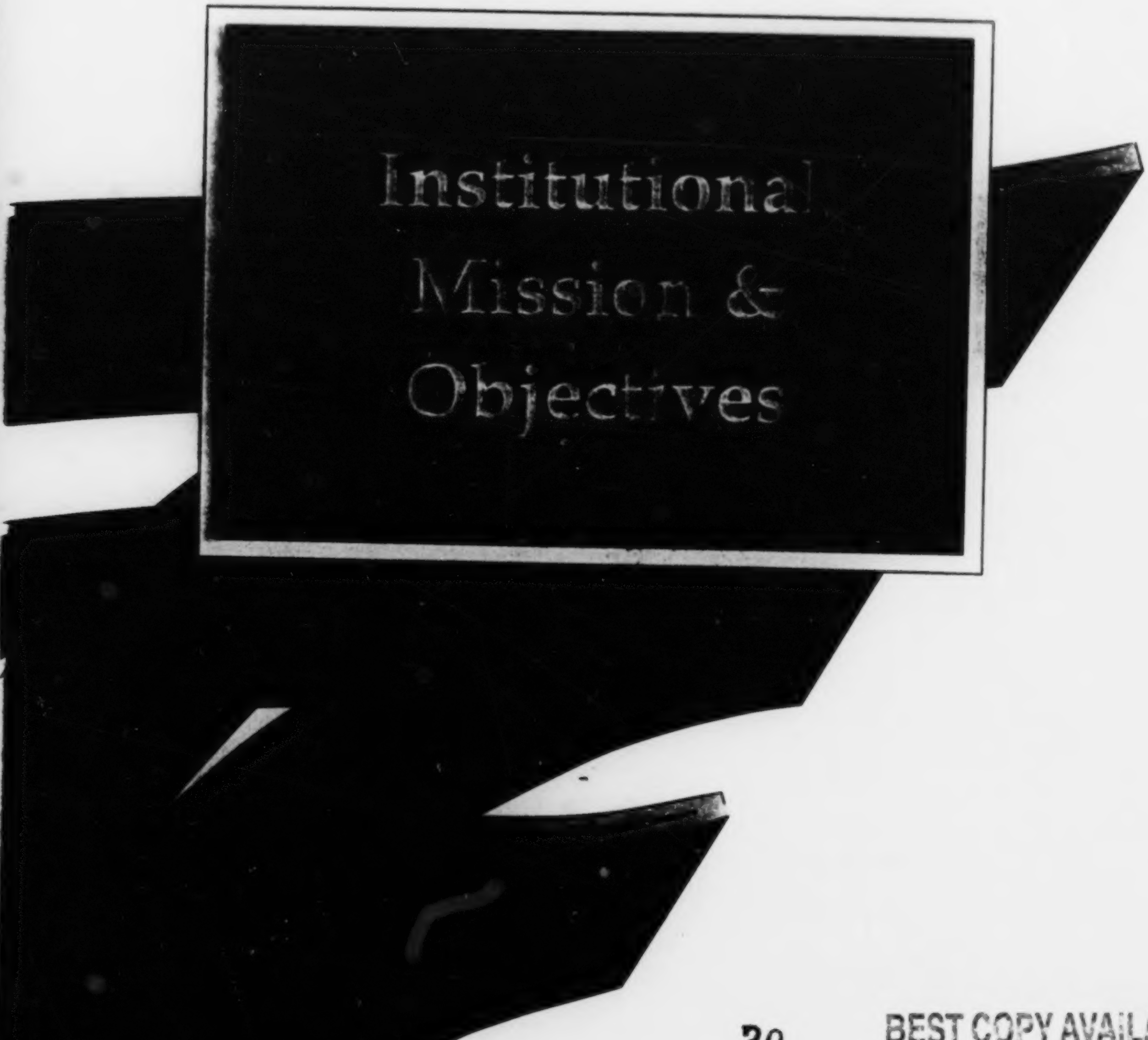
State-Supported FTEs - Vocational



* In 1990-91 the state changed the way students were counted, so not consistent with earlier data

BEST COPY AVAILABLE

STANDARD I



Institutional Mission & Objectives

BEST COPY AVAILABLE

STANDARD I - Institutional Mission and Objectives

Co-Chair: Michael Grubiak, Associate Dean of Students

Institutional Mission & Objectives

INTRODUCTION

Highline Community College serves its students and the community by providing programs of comprehensive education and opportunities for continuing education. In carrying out this purpose, the College has five primary objectives:

- to provide a broad, comprehensive education
- to offer courses equivalent to those of the first two years of senior colleges
- to offer occupational programs based on technical and vocational curricula
- to offer a continuing education program providing supplementary occupational education for job retraining or upgrading
- to offer a self-supporting program of avocational courses, community services and activities responsive to personal needs and interests.

To meet these objectives, Highline is especially concerned with the following goals:

- providing excellence in teaching and counseling
- maintaining an "open door" for adults regardless of age, race, sex, or previous education
- offering responsive and flexible educational programs
- using resources to enhance students' knowledge and skills in terms of their needs and aspirations
- seeking means to serve and work with the community
- conducting educational programs at a minimum cost to students and to the state
- involving students in the formation of policies and procedures that affect them
- improving the level of professional competence and skills in the community.

This statement is not the result of formal action of the Board of Trustees. However, it is in line with the enabling legislation, RCW 28B.50.020(2).

> Ensure that each community college district shall offer thoroughly comprehensive educational, training and service programs to meet the needs both of the communities and students served by combining, with equal emphasis, high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; community services of an educational, cultural, and recreational nature; and adult education.

As the leading paragraph in the *1990-1992 Highline Community College Catalog*, the mission and goals statement is a product of the biennial editing of the catalog. The current statement is a revision of prior statements and appears with its current wording for the first time in the 1984-1986 catalog. It evolved from the original 1961-1962 catalog with little change. Since 1982, the following item was added as the fifth primary objective:

- to offer a self-supporting program of avocational courses and community services and activities responsive to personal needs and interests.

During the 1987-1988 year, the Board of Trustees began a process to review the mission statement. The Board solicited input from the various campus constituencies. After a series of planning meetings and Board retreats, the Board, President, and campus groups were unable to reach consensus on a new statement. As a result, the Board chose no formal action to change the mission statement.

To measure and to assess effectiveness in meeting its institutional mission and objectives, Highline Community College employs:

- Annual Follow-Up of Graduates Study
- State Board for Community and Technical College (SBCTC) Reports on Transfer Students
- Management Information Systems (MIS) Reports

ANALYSIS

The mission and goals of Highline Community College have remained remarkably consistent over the history of the college. Linked closely with the enabling legislation, the College positions itself as a comprehensive community college known for high academic standards in all its programs. All attempts, both formal and informal, to refocus or narrow this position have failed. The college knows its current position in the community and sees no reason to change.

The catalog articulates the written mission of the college. Brochures, advertisements and other media are consistent with that mission statement. The Comprehensive Development Plan (CDP), written as part of the application for the College's Title III Grant, prematurely published a draft revision of the mission in anticipation of its approval by the Board. The CDP was approved but the mission revision was not. The College is in the third year of a five-year Strengthening Institutions Grant under Title III. There is a very strong student success program under development with Title III grant dollars.

In recent years several occupational programs have been added and subtracted. The comprehensive mix of transfer, occupational, developmental, continuing education, and self-support programs has been maintained. However, in keeping with the developing position of the College as the academic institution of first choice in King County, more academically oriented occupational programs have replaced less academic ones. In Continuing Education, there has been a developing focus on strong business-oriented courses and programs.

Each year, during June and July, the deans submit their yearly objectives to the President who reports them to the Board. Objectives, although not formally linked to the mission and goals, are usually related to the overall mission. During spring quarter the deans provide the President with an informal update of accomplishments.

Several attempts at institutional long range planning or strategic planning have not resulted either in plans or vision statements. However, it would not be fair to say the College does not have direction. Highline is an institution that is guided more by its culture and history than its planning documents and vision statements.

The College is new to outcomes assessment. It is struggling both with the concept and implementation. Outcomes evaluations have more to do with particular interests of the faculty and staff conducting them than a coordinated look at the College and its mission.

RECOMMENDATION

The College should develop a system of mission and goals statements for each of its organizational structures. On a yearly basis each unit should identify two or three realistic, measurable objectives. Outcomes assessment should be linked to these objectives. Mission, goals, objectives and outcomes should all be developed consistent with the strong culture of the institution for high traditional academic standards within a comprehensive mix of programs and services.

The establishment of an Office of Institutional Research and Planning would assist the college in providing an organized, comprehensive, and technically accurate look at itself and its future.

STANDARD II

BEST COPY AVAILABLE

STANDARD II - Finance

Co-Chair: Alicia Tseng, Controller

Committee Members:
Lois Eriksson, Secretary Lead, Business Office
Scott Hardin, Budget Analyst
Brenda Mason, Accountant Principal
Camie Nguyen, Student
Cathy Pitts, Instructor, Accounting
Richard Snapp, Instructor, Accounting

Finance

Table 1 reports sources of operating revenue according to Integrated Post Secondary Education Data System (IPEDS) definitions for the past three fiscal years and estimates operating revenue for the fiscal year 1987-1991.

Table #1 - Current Funds Revenues

		Evaluation Year (Estimated) 1990-1991		1 Year Prior 1989-1990		2 Years Prior 1988-1989		3 Years Prior 1987-1988	
Source (IPEDS Format)		$	%	$	%	$	%	$	%
Tuition and Fees		4,640,534	18.80	4,347,450	19.60	3,537,537	16.96	3,550,151	18.74
Government Appropriations									
Federal Total		0	0.00	0	0.00	0	0.00	0	0.00
State		13,409,241	54.33	12,308,849	55.48	11,583,897	55.55	10,360,881	54.69
Local		0	0.00	0	0.00	0	0.00	0	0.00
Government Grants & Contracts									
Federal	Unrestricted	0	0.00	0	0.00	0	0.00	67,855	0.36
	Restricted	2,114,008	8.57	1,455,978	6.56	1,354,830	6.50	1,211,065	6.39
State	Unrestricted	0	0.00	0	0.00	0	0.00	0	0.00
	Restricted	428,178	1.73	527,874	2.38	1,028,981	4.93	1,002,448	5.29
Local	Unrestricted	13,300	0.05	3,805	0.02	2,384	0.01	2,422	0.01
	Restricted	819,015	3.32	844,881	3.81	201,281	0.97	201,229	1.06
Private Gifts,	Unrestricted	300	0.00	0	0.00	0	0.00	0	0.00
Grants, Contracts	Restricted	233,786	0.95	103,819	0.47	98,224	0.47	111,328	0.59
Endowment Income	Unrestricted	0	0.00	0	0.00	0	0.00	0	0.00
	Restricted	7,173	0.03	1,008	0.00	1,998	0.01	4,530	0.02
Sales and Services of Educational Activities		241,684	0.98	0	0.00	0	0.00	224,017	1.18
Auxiliary Enterprises		2,498,302	10.12	2,590,553	11.68	2,141,213	10.27	2,040,456	10.77
Hospitals		0	0.00	0	0.00	0	0.00	0	0.00
Other Sources		274,409	1.11	455	0.00	901,881	4.33	170,012	0.90
Independent Operations		0	0.00	0	0.00	0	0.00	0	0.00
Total Current Funds Revenue		$24,680,042	100%	$22,184,482	100%	$20,852,215	100%	$18,945,884	100%

BEST COPY AVAILABLE

Table #2 reports operating expenses according to Integrated Post Secondary Education Data System (IPEDS) definitions for the past three fiscal years and estimates operating expenses for the fiscal year 1990-1991.

Table #2 - Current Funds Expenditures and Transfers

	Evaluation Year (Estimated) 1990-1991		1 Year Prior 1989-1990		2 Years Prior 1988-1989		3 Years Prior 1987-1988	
Functions (IPEDS Format)	$	%	$	%	$	%	$	%
Educational and General Instruction	11,444,128	45.35	8,814,407	44.22	8,720,983	43.93	8,646,907	48.06
Research	0	0.00	0	0.00	0	0.00	0	0.00
Public Service	102,853	0.41	37,301	0.19	122,042	0.61	0	0.00
Academic Support (excl. libr)	503,410	1.99	924,978	4.64	990,121	4.99	859,911	4.78
Library Expenditures	786,955	3.12						
Student Services	1,996,761	7.91	1,752,736	8.79	1,684,234	8.48	1,541,826	8.57
Institutional Support	2,889,431	11.45	2,053,526	10.30	2,263,243	11.40	1,853,715	10.30
Plant Operation & Maintenance	2,033,189	8.06	1,873,514	9.40	1,897,102	9.55	1,414,049	7.86
Scholarships and Fellowships								
Awards from Unrestricted Funds	0	0.00	0	0.00	0	0.00	0	0.00
Awards from Restricted Funds	1,820,163	7.21	1,680,872	8.43	1,584,846	7.98	1,466,803	8.15
Educational and General Mandatory Transfer	0	0.00	0	0.00	0	0.00	0	0.00
Total Educational and General Expenditures & Mandatory Transfers	21,576,890	85.50	17,137,334	85.97	17,262,571	86.94	15,783,211	87.73
Auxiliary Enterprises (including transfers)	3,658,267	14.50	2,796,154	14.03	2,592,037	13.06	2,206,949	12.27
Hospitals (including transfers)	0	0.00	0	0.00	0	0.00	0	0.00
Independent Operations (incl. transfers)	0	0.00	0	0.00	0	0.00	0	0.00
Total Current Funds Expenditures & Mandatory Transfers	$25,235,157	100%	$19,933,488	100%	$19,854,808	100%	$17,990,160	100%

BEST COPY AVAILABLE

Table #3 summarizes operating surplus or deficit for education and general, auxiliary enterprises, and the institution as a whole for the fiscal years 1987-1991.

Table #3 Summary Report of Revenues & Expenditures *

	Evaluation Year (Estimated) 1990-1991 $	1 Year Prior 1989-1990 $	2 Years Prior 1988-1989 $	3 Years Prior 1987-1988 $
Education and General				
Revenues	22,181,740	19,593,929	18,711,002	16,905,528
Expenditures	(21,576,890)	(17,137,334)	(17,262,571)	(15,783,211)
Transfers - Mandatory	(0)	(0)	(0)	(0)
- Non Mandatory	(0)	(0)	(0)	(0)
Net Excess (Deficit)	604,850	2,456,595	1,448,431	1,122,317
Auxiliary Enterprises				
Revenues	2,498,302	2,590,553	2,141,213	2,040,456
Expenditures	(3,658,267)	(2,796,154)	(2,592,037)	(2,206,949)
Transfers - Mandatory	(0)	(0)	(0)	(0)
- Non Mandatory	(0)	(0)	(0)	(0)
Net Excess (Deficit)	(1,159,965)	(205,601)	(450,824)	(166,493)
Net Operational Excess (Deficit)	($555,115)	$2,250,994	$997,607	$955,824

* Optional for Public Institutions

Table #4 reports sources of financial aid for fiscal years 1987-1991.

Table #4 - Sources of Financial Aid *

Source	Evaluation Year (Estimated) 1990-1991 $	%	1 Year Prior 1989-1990 $	%	2 Years Prior 1988-1989 $	%	3 Years Prior 1987-1988 $	%
Annual Private Contributions	66,960	4.00	65,076	4.00	59,866	4.00	73,889	5.00
Government State Aid	320,847	19.00	262,659	16.00	294,074	18.00	198,170	14.00
Federal Aid (PELL, SEOG, WS)	1,321,310	76.00	1,261,005	79.00	1,179,468	77.00	1,117,195	80.00
Endowment Earnings	1,541	1.00	1,556	1.00	1,508	1.00	1,127	1.00
Institutional Unfunded Aid		0.00		0.00		0.00		0.00
Total Financial Aid	$1,710,658	100%	$1,590,296	100%	$1,534,916	100%	$1,390,381	100%

* Excludes all loan programs and campus work which is not work study (Federal CWSP)

BEST COPY AVAILABLE

Table #5 by departments or designated instructional areas for the past three academic years, excluding summer sessions, shows student-credit hour costs.

Table #5 Direct Cost by Department or Instructional Area

Department or Instructional Area	1 Year Prior 1989/1990 A	B	C	D	E	F	2 Years Prior 1988/1989 A	B	C	D	E	F	3 Years Prior 1987/1988 A	B	C	D	E	F
Social Sciences	38,769	0	38,769	$882,674	$22.77	$1,024.76	35,625	0	35,625	$820,134	$23.11	$1,036.75	35,340	0	35,340	$770,940	$21.82	$981.08
Business	32,925	0	32,925	966,119	29.34	1,320.44	34,500	0	34,500	876,080	25.41	1,143.52	37,575	0	37,575	923,590	24.58	1,106.10
Health & Phys Ed	10,245	0	10,245	813,988	79.45	3,575.38	10,620	0	10,620	726,772	68.43	3,079.54	10,440	0	10,440	683,684	65.49	2,946.91
Arts & Humanities	44,070	0	44,070	1,368,572	31.05	1,397.45	40,030	0	40,030	1,230,034	30.74	1,383.10	40,770	0	40,770	1,198,809	29.41	1,323.30
Pure & Applied Science	52,305	0	52,305	1,755,440	33.56	1,510.27	48,470	0	48,470	1,560,803	32.21	1,449.61	51,180	0	51,180	1,508,667	29.44	1,324.76
Tech/Educ Service	23,670	0	23,670	864,400	36.52	1,643.35	24,270	0	24,270	775,280	31.94	1,437.51	27,315	0	27,315	741,447	27.14	1,221.49
Associate Dean*	11,565	0	11,565	504,384	43.61	1,962.62	12,080	0	12,080	468,319	38.67	1,740.09	14,205	0	14,205	408,304	28.81	1,296.63
Total	213,540	0	213,540	$7,155,595	$33.51	$1,507.95	206,585	0	206,585	$6,491,852	$31.43	$1,414.24	216,825	0	216,825	$6,234,576	$28.75	$1,293.93

* Includes Continuing Education, Federal Way Center, Developmental Studies, ABE, Tutoring, Disabled Services, and Cooperative Education

Column A	Department or Instructional Area undergraduate course level student credit hours taught.
Column B	Department or Instructional Area graduate course level student credit hours taught.
Column C	Total of Columns A and B.
Column D	Total Department or Instructional Area Cost.
Column E	Average cost per credit hour. Column D/Column C.
Column F	Average cost per full-time equivalent student. Column D/[(Column A/45 quarter hours or 30 semester hours) + (Column B/full-time hours for a graduate student for 3 quarters or 2 semesters)]

BEST COPY AVAILABLE

Table #6 summarizes annual contributions and endowment fund balances.

Table #6 Operating Gifts & Endowments

	Evaluation Year (Estimated) 1990-1991 $	1 Year Prior 1989-1990 $	2 Years Prior 1988-1989 $	3 Years Prior 1987-1988 $
Private Contributions				
Annual Operating				
Restricted	0	0	0	0
Unrestricted	7,173	1,167	1,585	4,282
Endowment	0	0	0	0
Plant	0	0	0	0
Total Contributions	7,173	1,167	1,585	4,282
Endowment Fund Balance				
Permanent	29,340	22,167	21,159	19,161
Term		0	0	0
Quasi		0	0	0
Total Endowment Fund Balance	29,340	22,167	21,159	19,161
Ratio of Annual Contributions to Total Education & Gen. Revenue	0%	0%	0%	0%

Budget preparation for a particular fiscal year generally begins during February or March of the previous year when the College receives an indication from the State Board for Community and Technical Colleges of projected funding levels for the following year. These data and identified fixed cost increases for the following year (such as unfunded employee salaries and benefits, and inflation allowances) are compared to the prior year's permanent budget. Planning targets based on the prior year and the impact of the fixed cost increases are then distributed to the major college divisions.

Once the initial budgets have been prepared, they are presented to department heads and deans. Deans make budget recommendations to the President, who then submits the budget to the Board of Trustees for approval. Subsequent budget revisions are reviewed quarterly with the Board of Trustees.

The College is planning to add a new budget development module to its current Financial Management System (FMS) in 1992-93. The new budget development module will have the capability to involve more people from all areas in the budget development process.

Budget responsibility is distributed at Highline. Departmental managers are responsible to see that budgets are not overexpended. Monthly budget reports and expenditures are distributed by the Business Office to respective departments to assist the budget managers in monitoring expenditures.

To help budget managers identify potential problems, the budget analyst prepares a monthly overexpenditures memo which lists significant overexpenditures compared to the budget to date and to the total fiscal year budget. Significant underexpenditures are also highlighted to alert managers to potential budget savings. Copies are routed to the respective department head, division chair, Controller, Dean of Instruction, Dean of Students, the Dean of Administration, and President. Corrective follow-up is initiated by the Budget Analyst or departmental managers, and comes in the form of budget revisions or accounting corrections. All interdepartmental budget transfers and budget reductions may be done only with the concurrence of the dean who oversees the affected budget.

Inasmuch as the major portion of the College's budget is personnel related costs, additional checks are in place in the form of position controls. Each department has the flexibility to increase or decrease the number of people it employs, based on its own needs and resources. For example, when a permanent employee retires, the employing department may decide not to hire a replacement and use the allocated salary budget funds instead to purchase capital equipment. A department may wish to create a new position, in which case it must identify a suitable source of funds, such as by pooling part-time salary budget dollars. Since full-time positions are permanent and ongoing, they are created or replaced only after budget and presidential approval. Part-time salary budgetary control is delegated to the respective departments.

ANALYSIS

Budget

Strengths: Budget preparation and approval appear to work well because departmental managers who are assigned the responsibility for spending control also are simultaneously involved with the budget development process. On-going evaluation of program priorities and awareness of available options allow college financial personnel to maintain the needed flexibility.

Needs Improvement: Because Highline is funded almost entirely from state appropriations, the College is subject to legislative changes and to the State's economic condition. These conditions represent an economic reality to the College, frustrating effective long-range planning.

Adequacy and stability of the sources of income in relation to the operating budget are as critical today as ever. The College receives almost all of its operating funds from state appropriations. During the 1991-92 school year, the College suffered a 2.5% budget cut in its Essential Requirements Level (ERL), which is a portion of the operating funds that the state allocates annually to the College. The total amount of the cut from the ERL was $275,605, which was spread to the College's divisions in proportion to their permanent budgets before the cut. The College anticipates more cuts in the future as the state's economic picture continues to decline.

As a state agency, College employees are limited in any direct lobbying efforts on behalf of the College. In addition, government grants are restricted to "at-risk" students or students with special needs, and do not help the majority of students or faculty.

Accounting

The College's accounting system is generated by the Communication Technology Center (CTC). The CTC provides the same accounting system for all 32 community college districts in the state of Washington.

Strengths:

- The accounting system provides on-line, real-time access and generates a reasonable consistency of reporting among the various community colleges. Reports are available both at detailed and summary levels for various components of our coding structure to include fund appropriation, program, organization, object, sub-object, and major source.
- User groups from the various colleges meet periodically to evaluate and prioritize system maintenance and enhancements.
- A new cashiering module was added to the Financial Management System in May 1991. It will not only expedite but increase the accuracy of cashiering transactions.
- The College is audited annually by the State Auditor's office to assure its recordkeeping is in compliance with state regulations and rules.

Needs Improvement: Some frustrations are experienced by having to work with a common accounting system when an individual college need arises. The problems are addressed through various user groups.

Net Assets

Net assets of Highline Community College include its Current Operating Fund, Plant Fund, Endowment Fund, and Loan Fund.

Current Operating Fund: The College was allowed to keep $25,000 in the local fund balance in the late 80s. Beginning fiscal year 1990-91, no fund balance is allowed at the college level. Highline College operated within its budget limit and did not underspend the appropriation by more than $120 annually.

Year	1987-88	1988-89	1989-90	1990-91	1991-92
Surplus	$25.36	$3.83	$5.74	$1.32	$119.22

The main source of the College's operating fund budget is through the state appropriation. It is against state law to overspend the state appropriation. Historically, the College has employed efficient management to monitor its budget and prioritize spending to survive both the limited sources of funding and budget cuts.

Plant Fund: Disbursements for plant and equipment are recorded as expenditures in the Financial Management System (FMS) for all funds. Specialized reports in the Fixed Assets System are used for tracking plant and equipment respectively. These reports are updated frequently and are available in the Business Office.

Endowment Fund: The fund balance in the Endowment Fund are $19,161, $21,159, $22,167, $29,339 and $30,173, respectively, for the fiscal years ending June 30, 1987, 1988, 1989, 1990, and 1991. The Endowment Fund shows a slow but steady increase. The College does not have Quasi-Endowment Funds.

Loan Fund: The primary activity in the loan fund is the granting of Stafford Student Loans, which were previously known as Guaranteed Student Loans. The Stafford Student Loans are not processed through the College's financial system.

Instructional Expense

Direct instructional expense is identified as "Instruction." Indirect Instructional Expense is identified as "Academic Support" (including Library expenses from fiscal year 1987-88 to 1989-90, and library expense was reported separately in 1990-91) on that table. The following analysis is based on the information provided on Table 2.

Year	Direct Instruction	% of Change	Indirect Instruction	% of Change
1990/91	11,444,129	2.98	1,290,365	39.50
1989/90	8,814,407	1.07	924,978-	6.60
1988/89	8,720,983	0.86	990,121	15.13
1987/88	$8,646,907		$ 859,911	

The ratio of Indirect Instruction to Direct Instruction is 9.94%, 11.35%, 10.49%, and 11.27% for fiscal years ending June 30, 1988, 1989, 1990 and 1991. Expenditures both in Direct Instruction and Indirect Instruction show an increase. However, after considering the state set salary increase and inflation, the College has experienced a reduction of financial resources in real terms.

Problem areas are addressed during the budget development process or at weekly presidential staff meetings.

The following chart shows the total instruction budget for the past five years, numbers of FTES, cost per FTES, and percent of increase.

Year	Instruction Budget	FTES Reportable	Cost Per FTES	% of Chng From Previous Yr
1990-91	$8,953,255	4,500	$1,990	11%
1989-90	8,448,057	4,709	1,794	6%
1988-89	7,670,892	4,519	1,697	11%
1987-88	7,240,531	4,737	1,529	2%
1986-87	7,132,955	4,737	1,506	–

The following shows the total schedule capacity in FTES, actual enrolled FTES, and percent of schedule utilization.

Year	FTES Capacity	FTES Enrolled	Percent Utilization
1990-91	5,721	4,975	87%
1989-90	5,631	4,868	86%
1988-89	5,549	4,695	85%
1987-88	5,869	4,858	83%
1986-87	6,088	4,814	79%

Another measure of change is the student/faculty ratio. Highline Community College student/faculty ratios were:

Year	S/F Ratio
1990-91	24.39
1989-90	24.29
1988-89	24.43
1987-88	24.44
1986-87	23.82

Short-term planning at Highline is both reasonable and adequate. The mechanics are in place to enable the College to react to changes in the level of funding provided by the Washington State Legislature.

Long-term planning is somewhat limited both by the source and amount of funding. Ongoing evaluation program priorities and awareness of available options allow the College to maintain its needed flexibility.

The College has no long-term indebtedness. Short-term accounts payable are paid within 30 days of receipt of invoice or goods, whichever is later.

The College is not a proprietary institution.

STANDARD III

Physical Plant

BEST COPY AVAILABLE

STANDARD III - Physical Plant

Co-Chair: Dr. Laura Saunders, Dean of Administration

Committee Members:
T.J. Forman, Student
Dr. Phillip Bell, Instructor, Engineering
Stan Shaw, Director, Plant Operations and Maintenance

BEST COPY AVAILABLE

Physical Plant

INTRODUCTION

Highline Community College does not presently have a master plan for campus development. The 1993-95 capital budget request foresees adding one more permanent structure to the campus — a technical laboratory that is presently planned as an an addition to Building 30, the Instructional Computing Center. Funds for master planning also have been requested as part of the 1993-95 capital budget request.

Current projects underway or just completed and funded in the 91-93 biennium include significant asbestos removal and mechanical and ventilation improvements in several buildings; remodeling of occupational teaching labs for printing and graphics; and renovation of the gymnasium floor and tennis court playing surface.

The 1993-95 capital budget requested funds in the following categories:

- **Repairs and Minor Improvements (RMI)** — an undifferentiated appropriation allowing the campus to undertake small projects which meet building emergencies, small repairs and improvements.
- **Repairs** — based on a comprehensive Facilities Conditions Inventory, in which campus and professional consultants have identified approximately $2.6 million worth of repair projects to building exteriors, interiors, heating ventilation and mechanical systems, electrical systems, structural and seismic work, and roofs. The campus is one of the older ones in the system, and with relatively reduced levels of maintenance funding, repairs of this nature are crucial to the campus.
- **Asbestos** — the undersides of campus ceilings and floors in the original campus buildings were sprayed with an asbestos containing material. Through the years since installation, and particularly in those buildings where the roofs have developed leaks, this material has become detached. Removing the remaining material and replacing the light fixtures and ceiling panels will permit the same level of sound attenuation as now exists without the risks of repeatedly disturbing the asbestos material.
- **Americans With Disabilities Compliance** — funds are requested to begin a program of building and grounds improvements that will increase the accessibility of the campus to persons with handicaps. Paths and sidewalks need to be resurfaced or reshaped and exterior and interior doors equipped with easy access openers. Since last accreditation, studies have been done and some improvements made in bathrooms, and white lines were painted on sidewalks.

Equipment

Given state funding limitations, the campus is modestly well equipped with computing equipment in particular. Other kinds of equipment are somewhat less well provided.

Computer Equipment

A program of providing all faculty members with computers to use in their offices is underway, and the final installment of these computers was purchased in summer 1992. A campus fiber optic backbone network is being installed and offices are being linked to the network. All faculty offices will be linked to the backbone with local area networks. A schedule for the extension of LANS to individual offices is available in the backup documentation.

Building 30 provides up-to-date computing facilities for instructional use: fully equipped writing, engineering, general purpose and computer aided design laboratories are available to students and staff. There also is a well equipped computer hardware lab with a variety of kits and other teaching tools for training in computer maintenance and repair. There are five general classrooms equipped with computers. Within each of these, the computers are networked to the instructor's computer. Labs include both PC s and Macintosh computers.

In addition to the computer laboratories in Building 30, there are separate computer labs for accounting, for mathematics, and for other occupational areas located in other buildings around the campus:

Accounting	Bldg 23:	50 PCs and 25 Macintosh
Office Occupations	Bldg 26:	50 computers for office occupations courses
Air Transportation	Bldg 23:	8 computers and 4 printers
Data Processing	Bldg 21:	25 computers, a Hewlett Packard mini-computer and associated terminals
Student Newspaper Lab	Bldg 10:	8 Macintosh

In Building 12, there is a "science center" (self-paced learning center) incorporating several different formats of material to assist different learning styles. Included are videos, slides (microscope and 35mm), audio tapes, models, newspaper and magazine articles, computer programs for testing, reviewing, data collection, clay plants, fish, mice, snakes, and other miscellaneous items which offer a variety of learning opportunities for students. There is also material

		BUILDING SCHEDULE				
Bldg. No.	Building Name	Useable Sq. Ft.	Year Constr.	Initial Cost	Est. Replace. Cost	Est. Equip. Value
1	Administration	5,245	1964	115,394	522,734	511,281
2	Art Studio	2,450	1964	44,442	201,322	2,919
3	Crafts	3,035	1964	67,313	304,927	31,039
4	Performing Arts	10,413	1967	363,095	1,476,563	95,641
5	Faculty B	2,533	1964	67,053	303,750	86,492
6	Student Services	16,969	1964	426,490	1,931,999	779,167
7	Artists Lecture Center	2,301	1964	64,714	304,589	9,760
8	Student Center	13,259	1964	306,937	1,911,365	141,553
9	Instruction Admin.	8,595	1967	314,873	1,349,172	283,253
10	Classroom A	11,711	1964	224,810	1,148,665	243,816
11	Faculty A	2,550	1964	67,053	303,750	91,737
12	Biology Lab	5,786	1964	170,059	770,367	172,705
12a	Greenhouse A	338	1964	3,773	16,978	0
12b	Greenhouse B	1,500	1981	57,777	73,954	0
13	Science Lecture	3,500	1964	115,812	539,556	7,866
14	Physical Sciences Lab	4,814	1964	170,060	770,371	137,497
15	Faculty E	2,533	1967	119,118	475,280	68,199
16	Engineering Lab	18,576	1967	379,883	1,515,733	873,670
17	Classroom B	10,573	1967	387,780	1,624,222	115,776
18	Faculty D	2,899	1967	119,118	475,280	101,625
18a	Child Care Dev Ctr	2,378	1980	72,505	28,408	978
18b	Child Care Dev Ctr	1,446	1991	256,450	275,272	14,029
19	Learning Lab	10,323	1964	276,789	1,253,854	311,353
20	Faculty C	2,825	1967	119,118	475,280	50,328
21	Classroom C	7,750	1967	297,078	1,185,341	984,627
21a	Portable C	391	1974	7,198	14,755	312
22	Classroom D	7,778	1967	297,078	1,185,341	42,256
23	Service Occupations	18,590	1975	1,178,087	2,522,063	290,169
24	Physical Plant	5,139	1964	120,897	547,663	1,215,179
24a	Grounds	4,243	1980	242,581	327,484	1,296
25	Library	57,650	1978	4,242,786	7,382,447	3,391,227
25a	Chiller	*	1978	512,179	891,191	0
26	Health Occupations	24,633	1975	2,340,693	5,002,429	932,058
27	Locker	9,920	1964	280,848	1,272,241	48,507
28	Pavilion	22,687	1964	403,880	2,259,387	24,379
28a	PE Annex	1,247	1970	30,613	97,349	1,447
29	Pool	12,949	1967	451,213	1,800,339	9,229
30	Instruc. Computing Cntr.	14,774	1989	3,100,000	3,263,331	338,118
		331,803		17,815,547	45,804,752	11,409,488
*State	space codes don't count	this space a	s "useable"			

on career opportunities in science and an opportunity for students to meet and interact with others informally.

Non-Computer Equipment

Non-computer instructional media equipment is administered out of a central pool as part of the library function. The audio visual center on the sixth floor of the library provides specialized media-equipped study carrels as well as facilities for making and editing video and audio tapes. Two small television studios are also part of the media center and provide equipment for classroom use in television production and editing. All campus classrooms are equipped with overhead projectors, and additional equipment is brought in as requested by faculty. A library of video and audio materials is available for faculty and student use, and many departments and instructors maintain their own resource collections.

Other kinds of non-computing equipment are housed in the dental assisting and nursing areas (Building 26), at the diving pier at nearby Redondo Beach, the materials testing laboratory (Building 16), the print shop (Building 16), the jewelry lab (Building 3), the greenhouse (Buildings 12a and 12b), and the manufacturing engineering area (Building 16).

ANALYSIS

The campus physical layout is extremely attractive. Small individual buildings in lovely, park-like grounds make a campus that is prized by students and faculty for its natural beauty. However, this same building plan with its numerous small buildings, has used up a site which does not provide a 'center' to the campus.

Campus walkways and views are somewhat confusing, and there is not a definite sense of place to the campus. Even though there are limited study areas and locker spaces located in Building 25, student gathering space is extremely limited – the cafeteria functions as a de facto study hall much of the day, and the student lounge, while attractive and well located, is small for the number of students. There are few student lockers or places to leave one's belongings, so students travel with heavy backpacks and bookbags.

Besides the isolated nature of individual campus buildings the other major limitation of the physical plant is the very inexpensive original construction. Buildings were built cheaply, state funds to maintain them have been substandard, and there is substantial deferred maintenance or replacement now accumulating on the campus. A major remaining problem is an environmental hazard present on the campus: during original construction material containing asbestos was sprayed on the underside of the concrete platforms which form the roofs and floors. Recurring roof leaks through the asbestos pose a continual health hazard. State funding to remove asbestos has been limited, but slow steps towards partial removal are finally underway.

Parking is an ever-present problem with just over 3,000 spaces available for about 10,000 students, faculty, staff and visitors during the fall quarter. Students and faculty identify the shortage of parking space as one of their most frequent complaints about Highline.

Faculty and staff indicate that the changing student body requires changed space, yet funds are extremely limited for retro-fitting campus space to meet changing functions. The campus is also deteriorating. Cheaply built with flat roofs and unsealed aggregate walls, water damage and the presence of asbestos have been recurring problems. A three biennium (six-year) program of reroofing of the last phase will be completed with the approval of the Legislature in 1993-95. Due to budgetary limitations, many capital needs have had to be only partially completed. Asbestos removal has had to be phased; only part of the windows have been fitted with sound deadening glass; only some of the plumbing has been replaced. Pipes were directly buried in the ground when the campus was built, and while some of those have been since put into a campus-wide utilities tunnel; the remaining buried ones are now leaking and need to be replaced. As-built drawings were never prepared, and any work on the campus requires an initial period of study with concomitant cost before actual design solutions can be identified.

The physical plant is also crowded. With growth in staff and students over the years, classrooms have high utilization and show the effects of low funding for updating. The location of the campus under the runway approach to Seattle-Tacoma Airport interferes with teaching and other campus activities – some of the classroom windows are sound-insulated, but remaining spaces, including the Artist Lecture Center and cafeteria, need treatment.

Classroom utilization and assignment of space is administered through the deans' offices for their respective areas. Utilization review across administrative areas is done cooperatively by the deans as new programs are added or space needs changed. There is a general perception on campus that it is crowded, but the state budget has been extremely limited with regard to funding the construction of new space or the renovation of existing space. An old and outmoded welding area is still awaiting state funding to convert into modern space for art and journalism classes.

The large and once beautiful campus swimming pool is underutilized and needs substantial maintenance, but the state has been unreceptive to requests for help with it. Its unusual shape makes its reuse for other campus needs difficult.

The library is large and does appear to serve the campus well. However, there are some severely inadequate spaces: daycare is in two modular buildings, one of which is at the end of its useful life. Performing arts rehearsal space is adequate, but there is only a very small performance space with seriously inadequate backstage, shop and storage facilities.

Faculty office space is limited, especially given the growth in grant-funded (Title III) personnel in the last few years. Some of the already limited space for meetings has been surrendered recently for class and rehearsal use.

Campus maintenance and housekeeping are allocated according to the state funding formula and are generally comparable to that at other Washington community colleges. The campus grounds are very attractive and a source of pride and pleasure for the entire community.

Physical plant staff have remained stable over a number of years. Chronic underfunding of this area, along with most other areas of campus operation, has resulted in a backlog of deferred maintenance and minor repair projects. Lists are maintained and reviewed, and most requests are met within six months of origination. Campus staff are generally viewed as competent and responsive but too few to handle the volume of requests.

Integration of campus maintenance and new construction planning and administration would increase efficiency. With the deteriorated nature of the infrastructure on the campus, there is a need for much updating and remodeling – programmatic changes need to be carefully articulated.

While the campus is generally provided with adequate and modern computing facilities, the science laboratories need better equipment. Piecemeal renovation and equipment replacement and additions have left some of the laboratories needing more work. Ventilation systems both for chemistry and biology buildings have been partially retrofitted, but the work needs to be completed. The other major problem in science laboratory equipment concerns changing methods of teaching science. Limits on computer and software availability as well as instrumentation have limited the adoption of safer micro-sample or computerized-sample experiments.

RECOMMENDATION

Highline's facilities are generally well maintained and suitable for their assigned use. However, because the campus was inexpensively built, and many of the buildings are twenty-five or more years old, substantial renovation, repair, and updating needs to be done. The state's capital budget appropriation has provided some funding for the repair of the campus infra-structure and this repair program needs to be continued. Over time, all of the heating, mechanical and piping systems need to be replaced. Integration of the project construction and maintenance organizations will assist in the coordination of repair and ongoing maintenance. This needs to be done as soon as possible.

STANDARD IV

Library & Learning Resources

BEST COPY AVAILABLE

STANDARD IV - Library & Learning Resources

Co-Chairs:Dana Franks, Librarian (Until September, 1992)
R. Marie Zimmermann, Director, Library/Media Services

Committee Members:
Tenna Kracht, Student
Richard Peek, Instructor, History/Geography
Elizabeth Richardson, Library Technician

41

Library & Learning Resources

INTRODUCTION

Goals

Highline Community College Library supports the curricular activities of the college community by providing quality information resources and services.

To meet this goal, the library:

- Develops a collection of print, media and electronic resources which support instructional, administrative and service functions of the College
- Provides reference and research assistance and group and individual instruction to students, faculty and staff to promote scholarship and encourage lifelong learning
- Provides access to remote information sources through on-line search services
- Participates in cooperative relationships with other libraries, especially for interlibrary sharing
- Provides a broad range of media and graphic support and production services both for instructional and administrative functions
- Maintains high standards for bibliographic description to enhance retrievability of materials

Facilities

The library is housed in a six-story building which was completed in 1978. Access is gained through manually operated doors on the first and second floors. (Library and media services occupy 43,000 of the 57,000 assignable square feet. This provides collection space, group study rooms, quiet study areas, and media rooms and stations.)

Library Materials

The library collection contains more than 48,000 print titles (books, journals, newspapers, microfilm) and more than 2,000 media titles (sound, video, projected), distributed over four of its six floors. As a partial Federal Documents Depository since 1983 and a State Documents Depository since 1991, the library also has a documents collection of more than 75,000 print, electronic and microform items. Due to weeding projects both in print and media collections, and procedural changes in the handling of missing items, library holdings (with the exception of government documents) are less now than in 1987.

The library's materials and services are developed and organized to respond to user needs, to provide curricular support, and to support college administrative and student activities. Materials selection falls into four primary areas: books, periodicals, media, and government documents. Each of the four collection development areas is managed separately within different departments of the library. Budgets are separated and ordering procedures vary. However, they are similar in that they all involve collaboration between library staff and classroom faculty. Effort is made to provide materials in all formats and to organize them for easy access.

Faculty and staff are encouraged to participate in evaluation and weeding of the collection. During 1991-92, the entire collection was weeded through a team effort of department coordinators and librarians. Following this process, department coordinators were given the opportunity to recommend necessary print and media purchases based on their review of the collection.

To further assist in the analysis and review of the collection, the library's holdings were compared with *Books for College Libraries*, 3rd Ed. The electronic comparison created three lists: match, close-match and miss. The match rate was 15.3 percent; the close-match rate was 4 percent. The no-match list will be used in future purchasing decisions.

Library Services

Library services are designed to meet a twofold purpose: to support class requirements and associated scholarly research and to teach information seeking and processing skills.

Reference services include bibliographic instruction tailored to the requirements of specific classes, preparation of bibliographies, and individual reference and research assistance. Links with the larger library and information community are provided through on-line search services, self-service electronic databases, and interlibrary loan. Preparations are being made to link the library to global information resources through an Internet connection.

Media services include materials and equipment management and delivery, and production of media and graphic materials. Media services support instructional, administrative and student activities.

Library Cooperation

Highline Community College Library participates both in formal and informal cooperative activities with other institutions. It has endorsed the Washington State 1990 Interlibrary Sharing Code and actively provides interlibrary borrowing and lending services. It has established informal coordinated collection development agreements and has pursued others. Its professional and technical staff have developed informal networks through participation in numerous local, state and national library and media organizations.

Equipment

The library acquires and maintains a variety of electronic equipment for public and staff use. Media equipment, including projectors, cameras, viewing, listening and editing stations, are acquired and managed by media department staff. Other library equipment, including computers for accessing electronic information sources, microform reader/printers, photocopiers and public access typewriters, are acquired and managed by staff in all departments of the library. When the library implements its library automation system in summer 1992, numerous computer terminals will be added both for public access and staff use.

Media equipment selection, management, maintenance and replacement are based on several factors including curricular needs, teaching and learning styles, and current technology. A systematic replacement schedule, based on the State of Washington inventory system, is used in combination with these factors to determine what equipment purchases will be made. The media staff use a computerized equipment inventory system which gives them immediate access both to historic (purchase price, purchase date, vendor) and current information (current location).

Non-media equipment is added based on demand and the availability of funds. It does not have a systematic acquisition or replacement schedule.

Library staff perform minor maintenance and repair of equipment. Major repairs are performed by on-campus maintenance staff.

Usage

Use of the library's materials and services varies according to several factors: the nature of the material, the status of the client, and the cost (beyond normal staff time) of providing the service.

Most of the library's materials circulate to all types of users. Materials which do not circulate include reference and legal materials. Media materials are circulated outside the building only to faculty. Dialogue has begun on circulating media materials to students for overnight use.

Most services, including basic reference, bibliographic instruction and use of facilities and equipment, are available to all users of the library. Other services, specifically interlibrary loan, on-line searching, and media production, are not available to public users due to cost factors associated with providing them.

Library use and media services has increased during the last four years. Overall, circulation increased 15 percent, and building traffic increased 33 percent. Interlibrary borrowing activity has shifted with changes in internal policy; interlibrary lending has been in the 500-600 range annually.

Off-Campus Sites

Highline Community College offers some of its continuing education, developmental studies and occupational classes at off-campus sites. Media materials, equipment and services are delivered to these sites, although print materials are not. Off-campus students and personnel must use library materials and services on-campus.

Automation

The library is currently automating its catalog. This system will provide the potential for campus network and/or dial-up access to the catalog. Staff is working to complete cataloging of serials and video prior to bringing the system on-line, in fall 1992.

The library has automated several other resources and functions since 1987. Three public access terminals provide periodical indexing, access to a regional union catalog, and Washington state career information. Other products, primarily U.S. Government documents, are also being added. Student access to WESTLAW is also provided in the library. Acquisitions and management both of print and media resources, as well as serials control, all employ some degree of automation, and graphic and media production rely heavily on the use of computers.

Budget

The library budget request is based on the cost of providing a collection and an array of services which support the goals of the institution. As part of Instruction, the library and media services department budget request is submitted to the Dean of Instruction's office following procedural guidelines.

Figure 1 shows the library budget in relation to the total college budget for 1991/92 and the three previous years. The library budget has increased each year in this time frame but at a rate which is lower than the rate for the college as a whole. Furthermore, its percentage of the total college budget has steadily declined.

Figure 1: Library Budget in relation to College Budget 1988-1992

Year	HCCBudget	% Change	Library Budget	% Change	Library % of HCC Budget
1991/92	16,556,228	7%	758,920	5.2%	4.58%
1990/91	15,470,695	12.6%	721,609	11.9%	4.66%
1989/90	13,745,147	5.4%	644,743	4.6%	4.69%
1988/89	13,047,083		616,593		4.72%

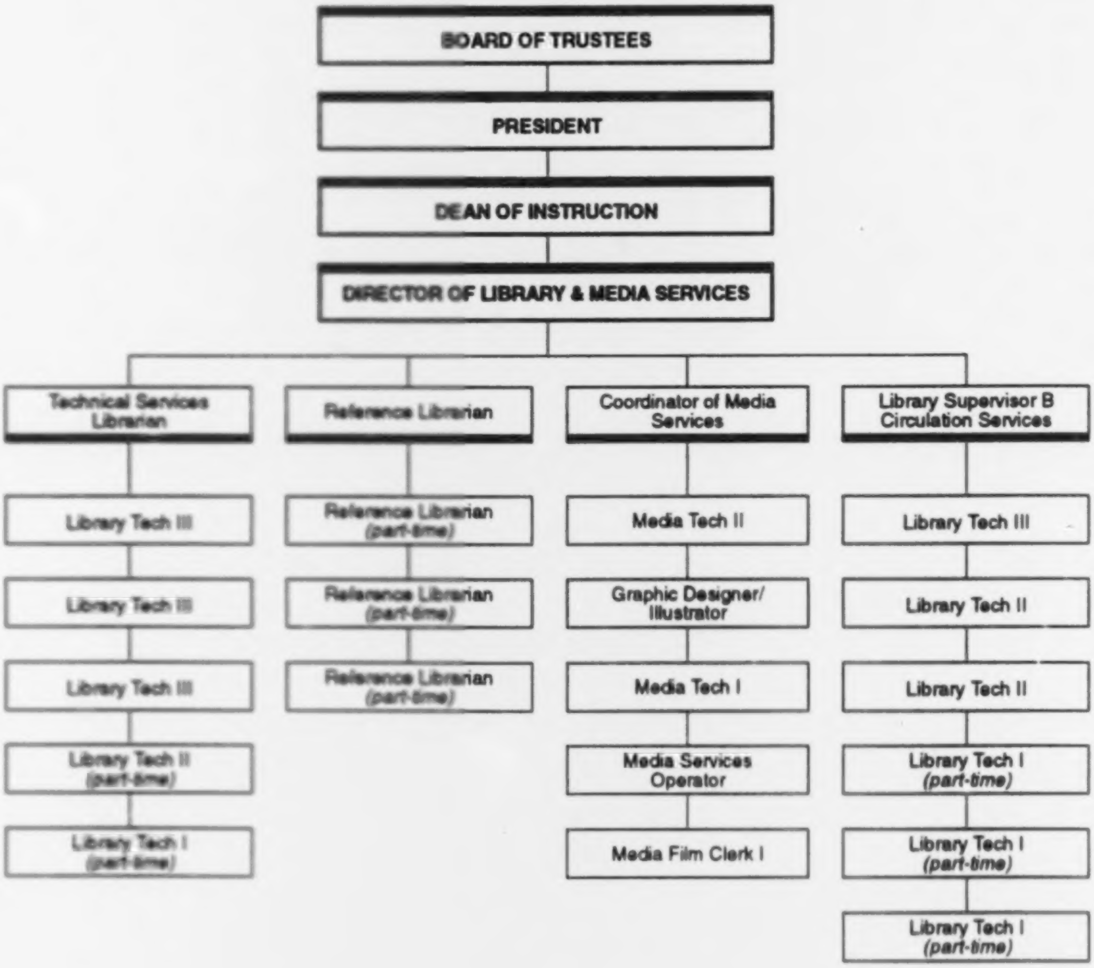
Staff

The library and media services staff (Figure 2) is comprised of administrators and supervisors, faculty librarians, library and media technicians and other support personnel. Public services staff are located on the second and sixth floors of the library in the circulation, reference and media departments.

Beginning summer 1992, the Technical Services faculty position is being replaced with an administrative position, Manager of Library Automation and Technical Services. This change will reduce the full-time faculty librarian staff to one and increase the administrative/exempt staff to three.

Staff Development and Evaluation

In addition to its selective hiring practices for librarians and administrators, Highline Community College Library has a long standing practice of hiring highly skilled library and media technicians and other support staff. Most have earned degrees in their vocational or professional areas, and collectively, they represent many years of experience and ongoing staff development.


BOARD OF TRUSTEES
PRESIDENT
DEAN OF INSTRUCTION
DIRECTOR OF LIBRARY & MEDIA SERVICES
Technical Services Librarian
Reference Librarian
Coordinator of Media Services
Library Supervisor B Circulation Services
Library Tech III
Library Tech III
Library Tech III
Library Tech II (part-time)
Library Tech I (part-time)
Reference Librarian (part-time)
Reference Librarian (part-time)
Reference Librarian (part-time)
Media Tech II
Graphic Designer/ Illustrator
Media Tech I
Media Services Operator
Media Film Clerk I
Library Tech III
Library Tech II
Library Tech II
Library Tech I (part-time)
Library Tech I (part-time)
Library Tech I (part-time)

BEST COPY AVAILABLE

Valuing education and training, all library and media services staff are encouraged to pursue continuing education. Information about continuing education opportunities is circulated, flexible work schedules are accommodated, and release time and financial support are provided. Financial support from the campus, such as the classified staff training, administrative professional development funds and the library budget, support training activities. The library currently is developing a training plan identifying basic computer and service skills for library/media staff. This will be a tool for individual assessment and a guide for in-service training activities.

Library and media services staff follow the policies and procedures of the College in conducting staff performance evaluations. Full-time faculty librarians participate in the evaluation process as outlined in the College's negotiated Faculty Contract. Classified staff and administrators receive annual performance evaluations from their supervisors.

ANALYSIS

Philosophy and Goals

Highline Community College Library, as a branch of Instruction, has as its primary purpose the provision of information resources and services supporting the instructional offerings of the College. The Library extends the use of its materials and services to the broadest possible audience and includes materials to support the College's non-instructional activities. Collection development efforts also support the entire college experience both of current and potential students. This is compatible with the College's five primary objectives, and its stated goals: to provide broad, academic, technical and occupational courses to students with varying educational needs. The library particularly supports the goals of "using resources to enhance students' knowledge and skills in terms of their needs and aspirations" and "maintaining an 'open door' for adults regardless of age, race, sex or previous education." In carrying out its responsibility to enhance students' knowledge and skills, the library provides quality information and information services.

Materials and Services

Analysis of Highline's library and media services is based on three factors:

1. A comparison of Highline with the four Washington community colleges with the closest student FTE population (Figure 3).
2. A comparison of Highline to the Association of College and Research Libraries (ACRL) standards for community colleges. The standards are expressed in both minimum and excellent levels by student body size. The student body size breaks at 5,000: 3-5,000 and 5-7,000. Since Highline's student FTE is 4,975, both sets of standards were examined.
3. Student and faculty surveys conducted in May, 1992.

FIGURE 3: Comparison of Highline with Similar Washington Community Colleges

College	FTEs	Holdings	Staff	Loan Trans	Budget	Faculty
Highline	4,947	50,425	17.1	41,130	$ 630,546	2.67*
Shoreline	4,602	68,418	20.6	N/A	1,480,928	4.8
Green River	4,764	39,866	10.0	17,629	484,265	2.4
Edmonds	4,852	35,023	12.3	45,045	537,693	3.2
Clark	5,590	54,869	13.2	35,877	623,324	3.3

*Fall 1991 figure; as of July 1992, 1.67

Highline's library and media services are comparable to those of other similar-sized Washington community colleges. Holdings, circulation, staff and budget are mid-range, with two libraries having larger collections, one having more staff, one having a larger budget and at least one having higher circulation. While the number of basic services provided by the library exceeds the ACRL standards, Highline survey responses indicate a need for more depth in existing services.

Survey responses indicate that current staffing levels meet, for the most part, the current needs of faculty and staff but are not sufficient for student demands. Students indicate the desire for more staff-initiated contact, more open hours, more thorough instruction, more access points for computerized services, and better access to public services staff on the third and fourth floors of the library. ACRL standards indicate that the library is understaffed in the area of professional librarians.

Survey responses suggest some inadequacies in the library's collections. A majority of the students, faculty and staff indicated that the library does not supply even 50% of their course or job-related information needs. The narrative responses indicate that this may not be only a collection issue but a staff issue as well, since several of the subjects identified as unavailable are available. It takes staff to make the connection between library users and the materials they seek.

Over the last four years, the library's budget has shown a small but steady decline as a percentage of the overall college budget. At 4.72-4.58 percent, it is below the ACRL recommended 6 percent.

Utilization

Utilization of the library, its materials, equipment, and services is varied. While circulation and building use have increased significantly in the last four years, 13 percent of those surveyed indicated that they never use the library, and another 33 percent use it fewer than five times per quarter. Of those who do use the library, about half have never used media services or other library equipment. Primary reasons given for not using the library were that course work/college job responsibilities don't require it or that another library is used.

While the survey did not address library access for the disabled, library staff occasionally observe disabled users encountering difficulty entering the library. It is not known to what extent library facilities, materials and services are adequate to the needs of the disabled.

Most library users consider library and media equipment accessible and easy to use, although many cite a need for more equipment in both categories. Staff observations bear witness; frequently there are lines of people waiting to use electronic information sources. While most find these sources user friendly, only the most basic of their capabilities are being utilized. This results in inefficient searching and more time spent at the electronic work station. This, once again, may be related to staffing needs for increased training of library clientele.

Off-Campus Programs

Service to off-campus sites is limited in the areas of accessibility and delivery. In that off-campus programs are extensions of on-campus programs, the collection is built to support them. However, students and staff in these programs have neither catalog nor collection browsing capabilities. It is not known how many participants in these programs are unable to travel to the library. The installation of the on-line catalog and the possibility of remote access to it opens the way for connecting these sites to the library.

Effectiveness of Policies and Procedures

The process for developing the library's print and media collections is generally appropriate and contributes to a collection which supports the college curriculum. Most faculty members are satisfied with their involvement in the selection of library materials and indicate that the collection supports courses they teach. Most staff members believe the collection supports their work activities. Student experiences of not finding required materials are equaled by their pleasant surprise at finding unexpected resources. Still, only approximately 50 percent of course and/or job related information needs are being met by the library.

Library collection development procedures, while satisfactory, are varied and inconsistent. There are significant differences in the methods and budgeting procedures used to develop book, periodical and media collections, and there is minimal coordination among the three. While faculty and staff are generally satisfied with their involvement in these processes, more are satisfied with their involvement in book selection (91%) than with periodicals (81%) or media (81%) selection.

The library's recent comprehensive weeding project resulted in increased contact between librarians and classroom instructors, and increased awareness among the instructors of the library and media collections. This project was highly effective, and several instructors expressed a desire to repeat it periodically.

Budget preparation for materials selection generally follows one of three methods, based on:

- Past practice
- Expressed demand
- Constant amount

These methods do not recognize:

- Current collection content
- Unexpressed need
- Increasing cost of materials
- Unequal cost of materials in different subject areas

The library has responded to increased costs in several ways. To lessen the impact of increasing costs of standing orders, librarians have elected to receive several titles less often than they are updated. Thirteen percent of standing orders are received every second cycle, and another seven percent are received less frequently than that. In these instances, the information provided is not the most current available.

For several years, the library has received supplemental funds from Instruction to purchase media equipment. This has updated and increased the size of the equipment pool, resulting in greater user satisfaction. The library automation project and purchases resulting from the weeding/purchase project also depend on supplemental funds provided both by Instruction and Administration budgets.

The library's electronic equipment is considered highly satisfactory by the people using it. A common concern expressed by users is the need for more of it. The library's electronic services are not currently networked, limiting access to one user per product at a time.

The library's support of staff development has been beneficial to the library program. It has increased the knowledge and skill of library staff members, allowing them to keep current with the rapidly changing field of information collection, organization and retrieval. This increased knowledge has resulted in new services and materials being added to those already provided. Contacts made in classes and workshops have resulted in the library's participation in cooperative activities which benefit Highline's users.

Staff evaluations include identification of areas for professional development and suggestions for associated training activities. In addition, beginning fall 1991, staff meetings have included training and development as agenda items. These activities should be enhanced by the development of a comprehensive staff training plan.

Course and Program Development

Prior to the implementation of new programs at Highline, planning involves a six- or seven-step process depending on whether or not the program is academic or occupational. The process originates at the departmental level and through a series of approvals and recommendations (Division, Dean of Instruction, Instruction Council, Instruction Cabinet, and President) is forwarded to the Board of Trustees for approval.

For the adoption of new courses, the procedure is similar except that final approval rests with the President rather than the Board of Trustees.

While these procedures do not explicitly specify the involvement of library personnel in planning prior to the implementation of new programs and courses, such involvement is implicit. At the initiation either of instructors or librarians, library personnel have been involved informally in the creation of new programs and courses. This involvement currently may include any or all of the following: devoting special effort to collection development in a focused subject area, developing pathfinders or bibliographies, preparing and providing focused bibliographic instruction, and participating in the design of class structure, content and assignments. The latter activity has been done minimally.

Long and Short Range Planning

The library and media services department does not, at this time, have a long-range plan. Some short-range planning takes place at an individual or project level. For example, the Library Director submits annual goals to the President, each employee develops annual performance goals at the time of performance evaluation, and the automation project has targeted dates of completion. The absence of a long-range plan may contribute to some problems noted earlier in this report, specifically, an inconsistency in the development of book, periodical and media collections, a need for greater access to electronic information resources, a lack of an equipment acquisition and replacement schedule for non-media equipment, and development of budgets.

RECOMMENDATIONS

Recommendations for the future development of the library are based on identified user needs and fall into three areas:

- Changes in program and procedures which do not have significant staff impact
- Changes in program and procedures which do have significant staff impact
- Addition of materials and equipment

Changes in Program and Procedures Which Do Not Have Significant Staff Impact

- To build a collection that meets more than 50% of users needs, a coordinated collection development plan should be designed which is tied specifically to the curriculum and includes and balances all formats.
- To ensure that library materials and services support all course work from the outset, the course adoption process should formally involve library staff.
- To ensure that all Highline students, faculty and staff are being served, library staff should analyze service offerings to off-campus sites. Services to investigate include the establishment of electronic centers with basic tools, connection to the library catalog and fax, and expansion of delivery service to include print materials.

The needs of special populations should be analyzed to determine whether the library facilities, materials and services are serving them.

Changes in Program and Procedures Which Do Have Significant Staff Impact

- To support and guide the preparation of the collection development plan, ongoing collection analysis and weeding projects should be established which involve classroom faculty. Collection assessment should employ electronic assessment and analysis tools where appropriate.

Increased interaction among students and librarians during peak times and increased delivery of bibliographic instruction should be provided to meet the need for better access to library materials. Bibliographic instruction should be provided both in the library and in classrooms so that students coming to the library are better equipped to use the collection.

- To address identified needs for more interaction among librarians and classroom faculty, for collection development, and for electronic networking activities, librarians' schedules must include off-desk time.

Addition of Materials and Equipment

A library-wide equipment acquisition and replacement plan should be developed in concert with the collection development plan to provide increased access to materials in electronic and micro formats and meet user demand for other equipment supported activities. Library electronic services should be networked for more efficient use of available equipment.

Conclusion

To address the needs for increased provision of services by librarians noted above, and to address the concern that library users are not finding materials that the library does own, at least two full-time faculty librarians should be added.

To meet the need for this increase in staffing and the addition of needed equipment and materials, the library budget should be increased to 6 percent of the institution budget as recommended by the ACRL standards.

STANDARD V

Educational Programs

BEST COPY AVAILABLE

STANDARD V - Educational Program

Co-Chairs: Kathy Dunn, Instructor, Air Transportation
Robert Eley, Associate Dean of Instruction, Occupational Programs
Mary Odem, Associate Dean of Instruction, Academic Programs

Committee Members:
Cerethal Burnett, Director, Multicultural Affairs
Christina Manderville, Student
Dr. Ted Treanor, Counselor
Caryl Utigard, Division Chair, Social Sciences

Educational Programs

INTRODUCTION

In carrying out its mission of providing comprehensive educational services and activities, Highline Community College has five primary objectives: comprehensive general education, university transfer education, occupational education, continuing education, and community service education and activities. The following outcome measures are employed by the College to assess its effectiveness in meeting these objectives:

Comprehensive General Education

Evidence of a comprehensive general education program is apparent in the broad array of courses and instruction programs described in the College catalog, quarterly class schedules, Transfer Advisor's Handbook and occupational program curriculum guides.

University Transfer

Highline Community College has membership on the Washington State Intercollege Relations Committee (ICRC) and endorses the Policy on Intercollege Transfer and Articulation Among Washington Public Colleges and Universities published by the Washington State Higher Education Coordinating Board. An annual follow-up study conducted by the Dean of Students provides outcome measures for university transfer and employment of graduates who received the Associate of Arts degree and Associate of Applied Science degree.

Occupational Programs

Graduate employment and transfer to other educational institutions are the main outcome measures used to assess the effectiveness of occupational programs. An annual follow-up study of all Associate of Applied Science degree and certificate earners is conducted by the Dean of Students.

Continuing Education

Effectiveness of the continuing education program in providing supplementary occupational educational education is indicated by the breadth of offerings for courses, workshops, and seminars; the number of individuals served; and the results of participant evaluations.

Community Services

Measures of effectiveness for the self-supporting program of avocational, personal interest, and community services include the variety and number of activities, the number of participants, and the results of individual evaluations.

The annual academic calendar is listed in the 1992-1994 General Catalog. An analysis of the 170 days for 1992-1993 is:

	Fall	Winter	Spring	Total
Faculty Days	6	1	1	8
Instruction Days	56	53	53	162
				170

There are no courses required of all students. Requirements for the Associate of Arts and Associate of Applied Science degrees are listed in the catalog. In addition, certificate programs, high school completion, and special programs are described in brochures or through personal interviews with area faculty or department coordinators. [NOTE: Copies of the 1992-1994 Highline Community College Catalog and current class schedule will be available].

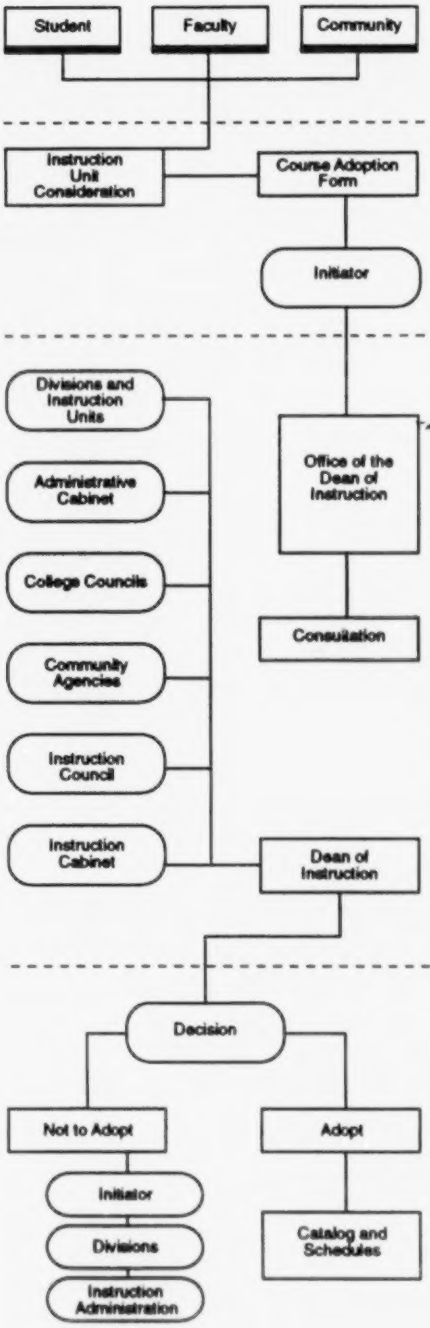
Curricular change or new course adoption procedures are made according to an approved process which assures wide understanding and involvement by the campus and the particular division, a check for duplication and implications for other divisions, approval of the Dean of Instruction if a course only is involved, and approval of the Trustees in the case of new programs.

- A proposal is initiated by an individual, group, or organization, either within the College or the community.
- The proposal for a new program or course is discussed by the division or instructional unit responsible for the type of course/program, the Instruction Cabinet and the Instruction Council.
- A degree requirement proposal is reviewed by the Instruction Cabinet, the Instruction Council, Faculty Senate, Student Affairs Council, and the Highline College Student Union for comment and reaction.
- The proposal is then presented for information or action to the President, and then the Board of Trustees.

In addition, new program proposals in occupational areas are assisted by advisory committees which include community members, labor, and management personnel from the area to be served by the proposed program. New program alerts must be submitted to State Board for Community and Technical Colleges for approval before a program is initiated. The Board of Trustees approves new programs upon recommendation from the President.

Ideas for course and/or program additions, changes, or deletions may come from students, faculty and staff, or the community. (If a division is not or cannot be responsive for any one of a number of reasons [budget, available faculty,

Procedure for New Course Adoption


Student
Faculty
Community
Instruction Unit Consideration
Course Adoption Form
Initiator
Divisions and Instruction Units
Administrative Cabinet
College Councils
Community Agencies
Instruction Council
Instruction Cabinet
Office of the Dean of Instruction
Consultation
Dean of Instruction
Decision
Not to Adopt
Adopt
Initiator
Divisions
Instruction Administration
Catalog and Schedules

Initiation: A new course proposal is submitted in writing or orally to the appropriate division or instructional unit. (Continuing Education, Developmental Studies, and Student Services are considered instructional units in the process.)

Consideration: Each proposal is considered by the division or instruction unit, and that unit prepares a written recommendation regarding each credit course proposal. Copies of the form are sent to the Initiator and appropriate administrator in instruction. The "Course Adoption Form" required in this step is available from the division chair.

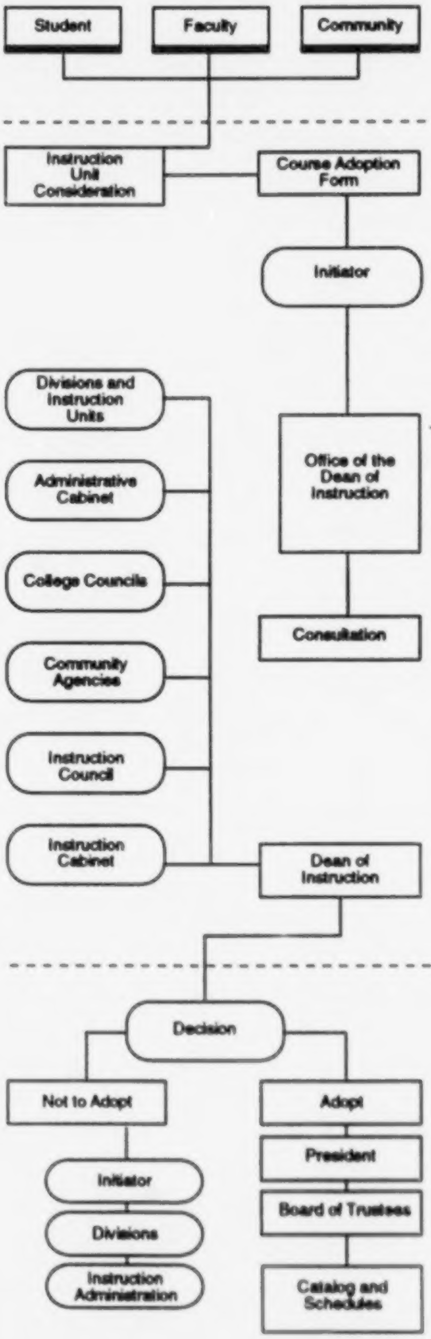
Consultation: The Instruction administrative staff consults with College groups, agencies, and individuals who may be affected by the proposed course. The objective is to refine further the proposal and to consider financing, staffing, and organizational details. All division, instruction units, and administrators receive notice of new course proposals. This notice is in the form of a proposed catalog entry. Any person or group with concern regarding the proposal should see the sponsoring organization or the division chair.

Recommendation: If concerns remain after discussion with the sponsoring unit, any division chair or dean may request and have the course proposal brought before the Instruction Council for its recommendation. Course proposals not brought to the Instruction Council agenda are considered to be recommended by Council consensus. The Dean of Instruction may seek or receive the recommendation of any other community or college agency or individual. The Board of Trustees approves new programs upon the recommendation of the President.

Action: Once the above steps are complete, the Dean of Instruction acts either to include the course proposal in the next catalog issue or to reject the proposal. A rejected proposal may be resubmitted if conditions relative to the rejection change.

BEST COPY AVAILABLE

Procedure for New Program Adoption


Student
Faculty
Community
Instruction Unit Consideration
Course Adoption Form
Initiator
Divisions and Instruction Units
Administrative Cabinet
College Councils
Community Agencies
Instruction Council
Instruction Cabinet
Office of the Dean of Instruction
Consultation
Dean of Instruction
Decision
Not to Adopt
Initiator
Divisions
Instruction Administration
Adopt
President
Board of Trustees
Catalog and Schedules

Initiation: A proposal for a new program is initiated by an individual, group, or organization, either within the College or the community.

Consideration: Each proposal for a new program is discussed by the College's division or administrative staff responsible for the type of course/program, the Instruction Cabinet, and the Instruction Council. The initiating unit prepares a written recommendation regarding each program proposal.

Consultation: Degree requirement proposal is reviewed by the Instruction Cabinet, Instruction Council, Faculty Senate, Student Affairs Council, and the Highline College Student Union for comment and reaction. In addition, new program proposals in occupational areas are assisted by advisory committees which include community members, labor, and management personnel from the area to be served by the proposed program.

Recommendation: The initiating unit prepares a written recommendation regarding each program proposal. The Dean of Instruction may seek or receive the recommendation of any other community or college agency or individual. The Board of Trustees approves new programs upon the recommendation of the President.

Action: Once the above steps are complete the proposal is presented for information or action by the President to the Board of Trustees. A rejected proposal may be resubmitted if conditions relative to the rejection have changed.

space], and if the suggestions or ideas have merit, then an avenue of offering the instruction on an experimental basis is usually available through the Office of Continuing Education.)

The Instruction Council is the principal body governing curriculum. All division chairs, the head librarian, the instruction administrators, and Dean of Students are voting members. The Council is chaired by Dean of Instruction and meets quarterly. Additional council meetings are held as deemed necessary.

The Council's principal role is to review, evaluate, and revise the College instruction program. Each division is responsible for its offerings, and through extensive enrollment analyses, plans for appropriate new offerings, deletion of courses, and balance among its general areas. The Council assures institutional program balance through its process of checking for duplication of effort, recommending new programs only after considering budget, faculty, facilities available, and the impact upon other segments of the College.

Key aspects of course and program evaluation include extensive analyses indicating enrollment patterns, student choices, faculty load studies, and general curriculum review, especially through the Instruction Council. Student evaluation forms are continuously used to provide both improved instructional presentation and course content.

The most obvious manner in which students express their interests is through selection or non-selection of courses during registration. Continuous monitoring of class enrollments permits appropriate schedule revisions, which appear in view of student interest and need. Courses with lower enrollments are carefully examined in terms of: (1) place in a planned educational experience and (2) cost factor. Certain courses with very low enrollments, such as some Foreign Language classes numbered 203, are offered and maintained as a college obligation in completing a sequence.

Students also affect curricular revision by serving through Highline College Student Government as representatives on the following committees:

As Voting Members

1. Tenure Review
2. Professional Leave
3. Professional Rights & Responsibility
4. Student Affairs Council

As Observers

1. Faculty Senate
2. Instruction Council

Catalog preparation is a major biennial activity. Each division reviews its offerings, prepares new Course Adoption Forms, and updates existing course descriptions and/or requirements. The entire document is reviewed by the Instruction Council.

SPECIAL STUDENT GROUPS

Developmental Studies

The College offers a broad developmental studies program which includes individual reading, writing, and mathematics laboratories. Developmental Studies department faculty believe that by meeting individual student needs, most students can benefit by increased reading and better study skills. These aspects of the program are intended to meet some needs of a broad segment of the student body. The program also provides General Educational Development (GED) preparation, adult basic education, and some high school completion activities.

The Developmental Studies department offers English as a Second Language for foreign students and immigrants to the United States. A night course in citizenship is also provided for those who wish to prepare for the citizenship examinations.

Gifted Students

Gifted students may participate in the Honors Scholar program as well as take special "Honors" sections of some classes.

A campus chapter of the national community college honorary, Phi Theta Kappa, in cooperation with the Special Events Committee, offers special seminars, public lectures, and opportunities for gifted students to socialize outside their classes. Gifted students are encouraged to become tutors in a special tutorial program.

Handicapped and Disadvantaged Students

Highline Community College administers several federal and state grants for handicapped and disadvantaged students including a special needs office and a tutorial program. In addition, the College provides counseling and tutorial assistance when necessary.

A variety of equipment is available including large type materials, braille, and taped books. In addition, reader services and tutorial assistance are provided for disabled students.

Through a contract with King County Human Services Division, Developmental Disabilities Section, Highline Community College administers two programs specifically designed to meet the individual needs of students with developmental disabilities. The programs accommodate a wide variety of educational and training needs including, but not limited to: instructional tutoring, occupational assessment, occupational training and job placement services.

ANALYSIS

The Associate of Arts degree, Option A specifies a total of 60 credits from Humanities, Social Sciences and Sciences and/or Emphasis Area. There are two methods students may select to obtain these credits:

- **Method I**--Standard Distribution--includes 20 credits each from Humanities, Social Sciences and Sciences
- **Method II**--Distribution with Emphasis--includes 15 credits each from Humanities, Social Sciences and Sciences and an Emphasis Area.
- An additional 10 credits must be earned in Communications, 5 credits in Quantitative Skills and 3 credits in Physical Education courses.
- The remaining 12 credits are elective. All must be numbered 100 or higher.

The Associate of Arts degree does not require declaration of a major but specifies a total of 45 credits (15 each) from Humanities, Mathematics/Science, and Social Science. An additional 10 credits must be earned in communications and 3 in Physical Education and Health courses. The remaining 32 are electives.

Requirements for the Associate of Applied Science (A.A.S.) degree vary from program to program and allow for some electives. Prerequisites are determined by departments with approval of the Instruction Council, published in the catalog, listed in the quarterly class schedule, and enforced by the instructor. They are reasonable and clearly stated.

By summer 1993, prerequisite course checking will be enforced at the time of registration. As a computerized scanning process, the student's educational record is monitored to determine enrollment in the appropriate course or test score.

Highline Community College has Associate of Arts degree transfer agreements with virtually all baccalaureate institutions in the state of Washington.

Grade point averages of Highline transfer students are made available by many four-year schools. This information shows the student's entrance GPA, first quarter and cumulative GPA at the baccalaureate institution. Baccalaureate institutions have, for many years, indicated that Highline transfer students typically earn about the same or higher Grade Point Averages after transfer than they achieved at Highline. Studies conducted in the past indicate that former Highline students who transferred have a high regard for their Highline experience.

Information also has been gathered by visiting former Highline students on campuses of receiving institutions. Results of these interviews have been reported to various administrative components at Highline. Counselors and curriculum advisors attend college visitations and discuss with transfer students from Highline how they regard their Highline experience. Results are reported back to the divisions.

General education and related education requirements have traditionally been embedded in courses for Highline's occupational programs. During the past five years, faculty have been encouraged to add discrete college level courses in oral communications, written communications, computation, human relations, and safety. Substantial progress has been made toward that goal. Specific requirements for each degree and certificate are listed in each departmental analysis section of this report. Addition of general and related education courses address needs expressed locally and nationally by educators and business people for increased graduate competence in these areas. Students have taken these changes in stride and have successfully completed occupational programs that have adopted the new standards.

The College conducts a biennial study of course offerings during its catalog preparation process. There are procedures to assure that course content is not duplicated. First, each division and the Instruction Council review all new courses. Second, the department, division, and Dean of Instruction tentatively approve new courses proposed between Instruction Council reviews. Quarterly schedule preparation requires the division chairperson to review capacity and utilization within the division to minimize proliferation through the allocation of Full-time Equivalent Students (FTES).

Advisory committees for occupational programs provide the program coordinators with much information regarding student performance. Occupational program coordinators also become involved in placement and evaluation of their graduates.

The 1991 Follow-up Study (available to accreditation team members) of 476 Associate of Arts degree graduates had a response rate of 80 percent or 385 respondents. Two hundred fifty-three (65%) of the respondents were continuing their formal education. One hundred thirty-four (34.8%) reported they were employed full-time, and 97 (25%) part-time, of which 167 (43%) were employed in King or Pierce counties. Of the 385 respondents, 93 (24%) rated their educational program at Highline as outstanding, 195 (50%) above average, 97 (41%) satisfactory, 1 (.2%) less than satisfactory, and poor 0.

Earning the Associate of Applied Science degree were 310 recipients in 1991. The survey generated 233 (75%) responses. Twenty-five (9%) respondents reported continuing their formal education. One hundred sixty-one (69%) reported they were employed full-time, and 43 (18%) were employed part-time, of which 161 (69%) were employed in either King or Pierce counties. Those reporting employment in a job related to their area of education at Highline College were 158 (67.8%) of the 233 respondents, and 46 (19%) were employed in a job not related to their area of education at Highline. Of the 233 respondents, 56 (24%)

rated their educational program at Highline as outstanding, 130 (55%) above average, 40 (17%) satisfactory, 6 (2%) less than satisfactory, and 1 (.4%) poor.

Five occupational programs have specialized accreditation, namely, Nursing (National League for Nursing), Respiratory Care (Committee on Allied Health Education and Accreditation), Medical Assistant (Committee on Allied Health Education and Accreditation), Legal Assistant (American Bar Association), and Dental Assistant (Commission on Dental Accreditation).

Specialized accreditation has resulted in programs of instruction that have rigorous occupational content, stringent entrance requirements, and low student-to-faculty ratios. A strong emphasis on occupational content, however, has increased the number of prerequisite courses in some programs.

ARTS & HUMANITIES DIVISION

Overview

The Arts and Humanities Division expressed an interest in developing and promoting multicultural and global awareness in its curriculum. Discussions centered on developing new courses which focus on Third World countries and integration of such materials into existing courses. A similar discussion has been underway regarding multicultural material in all aspects of the division's offerings. Masterpieces of World Literature and Contemporary World Literature have already focused on global literature, though recently more Third World pieces of literature have been included in the courses. All appreciation courses in contemporary art, music, drama, and literature contain multicultural and global materials.

Over the past five years the Arts and Humanities Division supported the development of a Technical Communications/Writing program, which was officially instituted in 1987. This program ran for three years before it was terminated because evaluation of the program indicated that the enrollment in the program would probably continue to be low; that the most employable and successful students had already acquired a four-year degree; and that students directly out of high school lacked opportunities for employment.

While the Writing curriculum has not changed significantly outside of the Technical Writing Program, the development of a dedicated computer laboratory for the Writing department has complemented some of the current process methods that instructors use in teaching writing.

The Writing department has been experimenting with different modes of Exit Assessments from Writing 101. How this will affect the curriculum and course content is yet to be seen. Changes in evaluation standards and content may occur after the investigation is completed.

During the 1991-92 year, the Writing department began a series of outcomes assessment experiments with Writing 101. In-class tests, in-class essays and a selected portfolio of student work were assessed over the three quarters. All but one full-time member of the department and almost all of the part-time faculty were involved in the assessment process. The department will analyze its results and propose an exit assessment plan for the coming year.

The Humanities department is comprised of courses in literature, humanities, film appreciation, philosophy and honors. Film appreciation has been effectively, but not formally, dropped from the offerings due to low enrollment, lack of adequate film showing facilities, and plentiful opportunities elsewhere in the Seattle area; however, the development of a Coordinated Studies course in World War II has involved both literary and film appreciation of works of that period.

A course in social and political philosophy has been added; otherwise, the departmental curriculum has not changed much, though the patterns of offering classes have changed somewhat as a result of the distribution requirement and the number of students enrolling in some of the courses. The changes in courses offered by the Humanities department have involved modifications in course content to deal with great works of literature and philosophy outside the Western tradition and to present the international context of works traditionally studied.

The Speech department has focused its efforts in five major areas: the basic speech class, non-verbal communication, interpersonal communication, presentation skills, and a preparatory course for students needing special help before entering the basic speech course. The curriculum has been focused to these areas because of a speech communications requirement for graduation. Readers Theater is no longer offered for credit, but is offered as a non-credit activity once a year for students and other members of the College community.

The Jewelry/Metalsmithing program was renamed Jewelry/Goldsmithing Technology in 1987, and two second-year courses were redesigned. The program continues to provide specialized seminars and workshops through continuing education for students in the program as well as for those already employed.

During the past year, two occupational programs, Production Illustration and Offset Printing, were assigned to Arts and Humanities. The inclusion of Production Illustration has brought together the faculties of the Art Department and Production Illustration in promoting graphic and visual arts.

Production Illustration underwent considerable curriculum revision over the past three years, moving from an hourly-based credit program to a course-based program.

Content of the program has not changed significantly, but the manner in which courses are distributed to students has changed.

Offset Printing curriculum has remained stable, although course content has evolved to remain in step with technological developments in the field.

The remodeling of Building 16 has allowed faculty to coordinate activities and assignments between production illustration and printing students. The remodel also provides a safer working environment for operating the printing press.

The Library Technician program completed a revision of its offerings in January 1987. The program was redesigned from a series of 2- and 3-credit courses into one which combined course content into a series of broader, more general 5-credit courses. The procedure limited individual choices that students could make but has reduced the number of under-enrolled courses.

In fall 1992 a new course, Library 105, was introduced. This is a one-credit course intended to instruct students on library use.

The Music department has expanded its offerings with a new course called Music Cultures of the World. It also is offering an electric guitar course, and for approximately a year it supported a community concert band through Continuing Education.

Music, Art, and Drama continue to provide a range of performance/studio courses balanced by a variety of lecture/appreciation courses.

Plans have been agreed upon to remodel one of the current music classrooms for the Drama department to use as a construction laboratory and storage area. The large "Gold Room" (Building 4) will be remodeled into a teaching area to replace the music classroom.

The Foreign Language department dropped some low enrollment languages from its offerings, including Norwegian, Latin, and Chinese. It has expanded Japanese language offerings due to increased demand. The academic year 1991-1992 is the first in an experiment that combines resources and students of two other area community colleges in offering the second year of Japanese (201-203). Plans are to continue this program in 1992-93. Spanish language classes maintain a strong enrollment. Multiple sections of first-year offerings are continuously scheduled to meet a growing demand.

Foreign Language plans include offering a sequence of credit conversational language courses to be offered during years in which a Foreign Language Intern is available. Conversation courses will be used to develop students' abilities to communicate proficiently. Foreign Language full-time faculty have begun training in Oral Proficiency Interview/Testing. While this is not curricular change, it will provide a national standard from which instructors can teach and by which they can measure and assess student performance at peak intervals of language acquisition.

Several years ago the Listening Laboratory was refurnished with new equipment. The laboratory was upgraded again during the summer of 1992. It is staffed by a part-time Highline employee who is funded through a language fee, supporting the operation of the laboratory and simultaneously enabling the language department faculty to bring in a Foreign Language Intern to the various departments.

The Journalism department moved into the Arts and Humanities Division. Content of the newswriting department is currently being evaluated. In addition, ways to correlate the activities of Production Illustration, Offset Printing, Technical Writing, and Journalism courses are being explored.

Department/Program Analysis

Writing: The Writing department's role at Highline is multi-faceted. It is responsible for ensuring that all students who receive Associate of Arts degrees can write at an acceptable college level; Writing 101 is designed for this purpose. This means that the department must provide courses for below college level writers to prepare for Writing 101; the Writing Lab and Writing 091 are designed for this purpose. The department's goal is to provide writing experiences that prepare students for the workplace, continuing education, and to help them to fulfill personal goals. The Writing department consists of an articulated series of courses designed to meet the needs of students in all areas of the College – occupational, transfer, and developmental.

The total number of students enrolled in writing courses, after a slight decline in 1987-88, grew from 2,238 in 1986-87 to 2,529 in 1990-91. Writing 101 sections enrolled 1,541 students in 1986-87 and 1,706 students in 1990-91. Projections for 1991-92 indicate a slight increase over the preceding year. An informal survey of longtime department members showed a balance of opinions regarding improvement or decline in quality of students and a majority expressing no sense of change.

Because standards have been revised for entry into Writing 101 and Writing 91 (the course that is designed to enable deficient students to enter Writing 101), there are fewer students in these courses who cannot achieve passing grades. Also, current students seem to realize that the ability to write well is valuable; they try harder than students of a few years ago.

Full-time faculty of the Writing department consists of 13 instructors, of whom 6 are male, 7 female, 1 African-American, and 2 Asian-American. Within the past two years, the department has made a commitment to hire new faculty emphasizing ethnic diversity in keeping with the changing population of the College. Within the department is a strong representation of many subject specialties including professionals in creative writing, journalism, technical writing, publishing, and literature. Four writing instructors hold doctorate degrees, while 9 have master's degrees in English.

Within the 1991-92 school year, part-time staff consisted of 21 instructors, of whom 8 are male, 13 female, 1 African-American, and 1 Asian-American. One of these part-time instructors holds a doctorate degree, while the others have earned master's degrees in creative writing and English. Many have won prestigious grants, acclaim for their publications, and numerous awards.

The Writing faculty employ a variety of methods, some of which include the use of computers, lecture/discussion, audio-visual aides and small group projects.

A mixture of established and newer faculty members in the Writing department fosters dialogue and innovation within the structure of an enduring, successful program. The department—both formally through committees and informally through ongoing discussions—constantly reassesses and refines its policies and practices. Members have developed integrated studies classes; they have coordinated projects with other departments; and they have supported and implemented a variety of innovative projects, such as the Writing 101 assessment activities. The outcome of the department's advancing evolution has been a continually improved writing program that offers students courses and concepts that keep pace with their changing needs.

Students in writing courses are asked to explore subjects that involve inference and analysis, proposing solutions, demonstrating cause and effect, argument, and evaluation. Research, business, and technical writing require a wide variety of reasoning skills. Most writing instructors involve students in peer evaluation and critiquing.

Recommendations: Offices serve their faculty purposes well. However, many faculty, both full- and part-time, currently share office space and have no private area for individual work and student conferences. Building 5 also lacks a conference room and any space for students to take challenge or make-up tests.

Current Writing Lab space is adequate; however, a room with adjacent group study, conference, and workshop rooms would serve the needs of students even better.

There is a 25-station computer lab set up for instructional use. IBM computers with WordPerfect Word Processing have served as important instructional tools. Students also have access to Macintosh and Zenith equipment. However, the room itself is rather small and poorly ventilated.

Writing classrooms are the usual faire, basically serviceable though barren. Noise is a frequent complaint, not only from airplanes passing over the College but from loud heater fans and buzzing lights. Humanities faculty are happy with the movable nature of the furniture and the availability of chalkboards and white boards.

The coordinated studies classroom space is limited to one large room in the library and an adjacent "break-out" room. Currently this room is satisfactory.

Media Services provides overhead projectors, video equipment, and other audio-visual needs. The faculty is quite happy with the availability of this equipment and the level of efficiency of the staff.

Humanities/Literature/Philosophy: The Humanities, Literature and Philosophy departments provide courses that meet the distribution requirements for students who plan to transfer to a four-year institution. The instructors in these courses are concerned with developing both background knowledge and appreciation in their students for the great cultural traditions, and skills of reading, seeing, listening, critical thinking, and analysis of the works of art, literature, and philosophy that they encounter.

The number of students enrolling in courses in this department has increased. More than 120 students per quarter are served by the department currently than were served five years ago. Generally, students enrolling in these courses do so to fulfill a degree requirement.

All full-time faculty have at least one master's degree (two have two master's degrees); five have Ph.Ds in relevant disciplines. Gender appears evenly balanced; African-Americans and Asian-Americans are represented. All have experience–from three to thirty years. Part-time faculty have appropriate master's degrees and many years of teaching experience.

To ensure continual upgrading of course content, faculty are encouraged to attend conferences, workshops, and courses. Evidence of this kind of activity is required in each faculty member's periodic evaluation. Materials and bibliographies received from these activities are shared with other instructors.

Some instructors are experimenting with coordinated studies programs, while others are using small group instructional activities to vary teaching methods. These techniques seem to be very effective.

Physical facilities are generally adequate. The literature and philosophy classrooms have been improved by installation of new carpeting. New double-glazed windows have muffled the noise of airplanes and other exterior noises considerably. The addition of a set of maps and a video player has also served to improve the classroom used for literature and humanities classes.

Faculty would like to offer more coordinated studies programs but currently have only one suitable facility available.

Recommendations: The department hopes to do more in providing multicultural masterpieces for students. Two philosophy courses and five literature courses are currently offered in which works from non-Western cultures can be studied. Department members also hope to develop new courses in the humanities of Asia and of Latin America when resources and FTEs permit.

Speech: The Speech department is service oriented in that it does not offer a major but endeavors to teach the fundamentals of speech communications to college transfer, occupational, international and ESL students. Basic speech skills are those necessary to participate successfully in today's rapidly changing society.

Classes reflect goals of the department. They are a combination of theory, discussion and practicum, requiring each student to learn how to organize and orally present material both individually and in groups. Faculty members constantly monitor feedback from the campus and employment community to ensure that proper skills are taught.

Over the past five years, approximately 7,500 students have enrolled in speech communication classes. About 80 percent of today's students come with a modicum of expertise in social communication but are severely lacking in organizational ability and have little if any capacity for critical and/or sequential thinking. Therefore, the faculty spends more effort developing organizational skills than was necessary five years ago. Students are given organizational and presentational tasks to complete both individually and in groups. They must develop and use outlines for their presentations which are then critiqued by their peers and the faculty member.

Full-time faculty includes master's degrees, doctoral studies, and a Ph.D. from such diverse major universities as the University of California, Los Angeles, Purdue University, and the University of Washington. The average career spans 20 years of full-time university and college teaching experience and is well balanced as to gender.

Although the part-time faculty is in a constant state of flux, the majority are doctoral candidates at the University of Washington where they teach the same basic skills and from where they continually supply the department with fresh and interesting ideas.

The current full-time faculty is effective at this time and continually monitors itself to remain so. In addition to teaching full-time, each member has major ancillary duties such as department coordinator, faculty advisor to Phi Theta Kappa and the development of linked courses with the English and History departments. An additional full-time faculty member would allow us to do more on a college-wide basis but would not necessarily fill any major gap in the current offerings.

Speech communication is a participation course requiring both the attendance of each student to every class, as well as the pro-active support of each student for the class as a whole. A wide range of techniques include, but are not limited to, textbook study, lecture, class discussion, individual and group research, individual and group oral presentations, and closed circuit television monitoring. The frequency of use of various techniques is dependent on skills and strengths of individual instructors and the composition and needs of each individual class.

Because of the extreme importance of speech communication in today's society and in light of constantly changing demands of the workplace, classes are constantly appraised and modified to meet demands of the day while maintaining a basic solid foundation in fundamentals. All syllabi are restructured quarterly, full-time tenured faculty meet each quarter to discuss course directions and content, and all part-time faculty are reviewed quarterly to check for accuracy of course content and instructional competency. All speech communication courses (Speech 080, 100, 205, 213) are offered quarterly.

Recommendations: Basic facilities are adequate but certainly not up to standards desired by the instructional staff. There is a definite need for a viewing, projection, televising room at the rear of the classroom which would allow for nonobtrusive monitoring and televising of classes as well as for storage of equipment. Custodial staff needs an upgrading of skills as the day-to-day maintenance is minimal.

There are three major areas of concern which need to be addressed in the future:

- Development of some sort of a "bridge" allowing students to successfully engage in and complete basic speech communication courses.
- Continuation of our efforts to instigate and incorporate more cross cultural awareness in our speech classes.
- Development of course offering in group dynamics. An additional full-time faculty member could be helpful in this area.

Jewelry/Goldsmithing Technology: The program's basic belief is to give the Jewelry/Goldsmithing Technology students excellent and comprehensive training. This training should include the technical information and jewelry skills which are crucial to employment; general education such as math, communications, comprehension of basic science safety; and other related areas, such as art, design, and history. Additionally, it is the faculty's goal to instill in the students a commitment to ethics, functional work habits, the ability to do quality work, and an appreciation for the aesthetics and technical facility evidenced in the jewelry and metal objects of the past, including other cultures.

The program/major reflects the above goals and purposes by offering a two-year state-approved Associate of Applied Science degree. The content of this degree has been determined by the state in its general and related education requirements and by the jewelry industry through the advice and on-going concern of the program's advisory board. Members of the advisory board represent a broad range of specialization within the industry. They frequently analyze curriculum, equipment, employment status, etc., of the program and its students.

Program faculty feel that the objectives are being realized to a considerable extent.

Jewelry/Goldsmithing students are being hired in a broad range of jewelry jobs, and their employers have expressed satisfaction with them. Previously, feedback indicated that although program students were getting excellent technical information, they were not developing two areas crucial to employment: production speed and efficiency and the self-confidence that they are capable and ready for employment. Therefore, Jewelry 215, Jewelry Shop Experience, was designed to give students an opportunity to work and challenge themselves in a simulated shop atmosphere. This course was implemented for the first time spring quarter 1992, and appears to have been quite successful.

Some areas of concern still exist: students are getting very little exposure to actual gold due to its expense and problems of internal security, and many students try to start the program without an adequate background in math, reading, language, science, and technical comprehension. Special remedial modules in some of these areas have been commissioned, and the use of Carl Perkins funding to hire a tutor has provided specialized assistance. All students are required to take below-100 level courses in math, ESL, reading, writing, etc., until their skills are adequate for the 100 level courses.

Since its inception fall quarter 1985 with 11 declared majors, the program has grown to approximately 55 declared majors (44 majors were reported spring 1992, after two quarters of attrition). The quality of students has greatly improved; students no longer are strictly hobby oriented, although some are attending for personal enrichment. Out-of-state students enroll, and various shop owners are sending their employees or potential employees for training.

The single full-time faculty member and program coordinator holds a Master of Fine Arts degree in Jewelry, and has taught at the college level since 1967. She has been a custom designer, casting consultant and lecturer within the jewelry industry and is nationally recognized for her expertise in the occupational training program which she administers. Building on special strengths in casting expertise and communication skills, she has helped to build the program and attract quality instructors from within the industry. She has the ability to recognize the educational needs of the industry and has helped establish the Jewelry program's credibility nationally and in Canada.

The part-time faculty consists of two female and four male instructors. The two female instructors hold master's degrees and are actively involved in the jewelry industry. One owns a jewelry business specializing in limited production "art" jewelry which is marketed through specialty boutiques and trade shows; the other has a small business which specializes in limited-production unique design pewter buttons which are marketed through a sales representative. One of the male instructors holds a master's degree, an internationally-recognized certification in gemology, and owns a small business specializing in the sale of diamonds and colored stones. The other three male instructors are actively involved in the jewelry industry and have experience ranging from 4 to 30 years. Each instructor has been chosen to teach one or more courses in which they have special expertise. All three own their own small jewelry businesses.

General and related education requirements are met by inclusion of the following courses in the degree: Speech 100, Basic Oral Communication; Writing 101, Principles of Writing; Math above 100 or Business 121, Practical Accounting or Business 135, Business Mathematics; Speech 205, Nonverbal Communications; Physical Education 160, Standard First Aid/CPR.

General and related education requirements are met by inclusion of the following courses in the certificate: Speech 100, Basic Oral Communication; Writing 101, Principles of Writing; Math above 100 or Business121, Practical Accounting or Business 135, Business Mathematics; Speech 205, Nonverbal Communications; Physical Education 160, Standard First Aid/CPR, Jewelry 106, Health and Safety Hazards, Current First Aid or CPR.

Teaching is a combination of lecture, demonstration, hands-on performance, individual tutorial and thorough analysis of the project. Each assignment has very defined specifications, which are stated through textbook and handout reading assignments, lecture explanation and/or demonstration. Students are then expected to duplicate the assigned project to specification. This is done in and outside of class, with supervision of the instructor or instructional technician. These projects are evaluated critically, with comments or detailed grading criteria sheets. These methods appear to be working successfully.

Spring quarter 1992, a new course was designed and implemented to simulate the actual working conditions an employee would encounter in the typical jewelry job. This course was taught by the instructor, who functioned as the jewelry shop owner or shop supervisor. The instructor was assisted by an instructional technician who functioned as the job (product or project) facilitator and liaison between the owner/instructor and the employees/students.

Virtually all the working assignments in the jewelry classes require problem solving, reasoning, critical thinking and synthesis. Students are, or have been, given basic technical information, process description and analysis, math, metallurgical, chemical, physical and engineering principles. They are then given assignments which require them to take this body of information, reason through the process, eliminate and/or synthesize solutions, implement these solutions and arrive at an acceptable, quality-oriented project or product. Class participation is encouraged throughout each lecture and during project implementation.

Recommendations: The general condition of the jewelry facility is crowded. The layout is excellent, the equipment is excellent and the facility functions extremely well, considering the demands put upon it. However, there is inadequate storage, and some of the benches, chairs, and tools are showing wear. Space is not adequate to offer more than one class at a time, thereby limiting the ability of students to finish their degree in less than three years. The facility was recently furnished with additional electrical capacity and a courtyard light for night safety, but it would be much enhanced if another dedicated area could be established so two different classes could be held simultaneously.

Another full-time faculty and a full-time administrative assistant or manager are needed to relieve some of the stress on the current single full-time faculty person.

Currently so much time is required to administer and promote the program, advise students, deal with budget, equipment, supplies, comply with state and federal regulations, data entry, filing, etc., that the main instructor's classroom performance and preparedness are compromised, thereby affecting the quality of learning.

Production Illustration: As an occupational program at Highline, Production Illustration is meeting the needs for quality job-related training. At this time, progress toward program goals and objectives seems to be on schedule.

Programs must reflect needs of the workplace. Ongoing research causes upgrades and improvements on an annual basis. Advisory Committee and employer input also influence the program's direction.

Student quality has improved based on the changes to the two-year program. A more diverse student population adds to this learning. Teaching creativity requires that the student be involved in critical thinking, problem solving and communication.

The one full-time faculty member is also the program coordinator. Close contact with employers and the business community is an important strength. There are no part-time faculty at this time.

General and related education requirements are met by inclusion of the following courses in the degree and certificate: Speech 100, Basic Oral Communications; Writing 101, Principles of Writing; Business 135, Business Mathematics or Office 108, Business Machines; Production Illustration 150, Business for the Professional Artist. Syllabi are reviewed on a quarterly basis.

Many instructional techniques are employed, including learning communities, internships, and independent study. Students seem to respond to approaches that relate most closely to an employment model.

Course offerings cannot always be scheduled and offered at times that are compatible with student schedules. Budget cuts at the state level have hurt student services and class offerings. Remodeling for a state-of-the-art facility is to be completed winter quarter 1993.

Recommendations: A one-person program is challenging. To have funding for part-time faculty would be in the best interest of the students. Exposure to more points of view, backgrounds, and philosophies is important in student learning.

Equipment will be the first issue to address for the future. Equipment in the graphics industry is expensive and changes. Staffing will become more important as the complexity of the program increases.

Offset Printing: The Offset Printing program provides quality offerings that will develop knowledge and skills so that students will be prepared for employment. In addition, as part of the curriculum the program provides a quality print service for the college community.

Students are successful in finding employment after completing Highline's program.

There has not been much change in quality of students over the last five years. Technological changes, however, require a more astute student. Being production-oriented, the curriculum requires each student to participate in hands-on production. Each piece is custom designed requiring varied skills.

The program employs one full-time tenured faculty member with 25 years experience in the printing industry and two part-time faculty who are also full-time classified staff assigned to the program.

General and related education requirements are met by inclusion of the following courses in the degree: Speech 100, Basic Oral Communications; Writing 101, Principles of Writing; Math 107, Finite Mathematics or Business 135, Business Mathematics; Printing 157, Production Management.

General and related education requirements are met by inclusion of the following courses in the certificate: Speech 100, Basic Oral Communications; Writing 101, Principles of Writing; Math 107, Finite Mathematics or Business 135, Business Mathematics; Printing 157, Production Management; Printing 152, Offset Printing II.

Course syllabi are updated and reviewed each quarter. Course content is reviewed with the Advisory Committee each year.

The Offset Printing program was revised and reorganized two years ago. At that time, all classes were redesigned and program content changed to better align industry requirements.

The present facility in Building 16 was remodeled summer 1992.

Recommendations: Print production is tied to commercial design. As design changes, print procedures and processes also need to be changed. As designed pieces are received from Production Illustration, or Media Services, these new procedures and processes must be taught and subsequently implemented.

Changes which might be made to improve the program would be interfacing with the design studio, developing electronic imaging, providing electronic imaging training, and acquiring a new press that will produce a higher quality print.

Library Technician: The role of the Library Technician program is to provide students with the knowledge, skills and articulated values that make them employable in school, academic, public, and/or special libraries.

Enrollment has increased to 15-20 students per class compared with 8-12 per class a few years ago. Some improvements in the advising offices and processes may be credited. Labor and Industries referrals have increased and they are generally doing well. All courses incorporate elements of programming and cataloging to include hands-on experience rather than more lecture and recitation.

There is one full-time member of the department. The program coordinator-instructor has a Master of Library Science plus 40 credit hours and 25 plus years involvement in the profession. Part-time faculty are both technicians and librarians (MLS/Ph.D) and are hired for specialized courses needing a particular expertise (audio-visual, documents, genealogy, etc.).

General and related education requirements are met by inclusion of the following courses in the degree: Speech 100, Basic Oral Communication; Writing 101, Principles of Writing; Business 121, Practical Accounting or Business 135, Business Mathematics or Business 201, Financial Accounting or Office 108, Business Machines; Library 120, Technical Services and Circulation; Library 110, The Technician and The Library.

General and related education requirements are met by inclusion of the following courses in the certificate: Library 150, Information Services; Business 121, Practical Accounting or Business 135, Business Mathematics or Business 201, Financial Accounting or Office 108, Business Machines; Library 120, Technical Services and Circulation; Library 110, The Technican and The Library.

Lecture, hands-on experiences, and lecture/discussion are the teaching methods used. Tests are generally practicum based. Computer class tests are completed on disk. Faculty are experimenting with Library 105 to monitor progress on a totally computer-driven tutorial practicum.

Program-required classes are offered annually and all are nearly full. General appeal and outreach courses (Library 100, Library 135, etc.) are offered as demand merits. Some courses have not been offered recently due to either low enrollment or low FTE allocation.

Course content evolves continuously within current outlines via new editions of text, software, etc. Periodic major revision is done as needed.

Recommendations: Course revision is needed in serials, technical services, and circulation to provide realistic experience. Part-time program-specific clerical staff is needed.

Physical facilities are extremely cramped. Instructional hardware is outdated and storage space is inadequate. Dedicated equipment and space to use it are needed.

Music/Art/Drama: The goal of the Music/Art/Drama department is to provide both appreciation and skill building courses for the general student and the career-oriented student.

The number of students enrolling in music, art or drama courses is high. In general, students are not well prepared for college work. Reading, writing, notetaking and study skills are not college level. Attendance is poor, along with interest in learning, discipline, and motivation.

The Drama faculty consist of one full-time female instructor who possesses a Ph.D. in Theatre, and one part-time male instructor who is completing an M.A. in Design/Lighting. The Art faculty consists of two full-time male instructors who possess Masters of Fine Arts degrees and one part-time instructor.

Faculty regularly review and update course content. Faculty stay current through attending professional development activities both on and off campus, in addition to reviewing current literature and student evaluations.

Wide ranges of teaching techniques are employed by the Music, Art, and Drama areas. Lecture, lecture-demonstration, films, slides, labs or studio settings, student self-evaluation critique (particularly in studio courses) and extensive hands-on experience are most commonly used.

Expansion of the theatre is currently underway and will enhance the learning experience for students. There are, however, still storage and rehearsal space needs.

Current space allocation for Art classes is very good. However, there is a need for enhanced ventilation.

Foreign Language: The Foreign Language program is comprehensive-based education fostering language acquisition, cultural awareness, critical thinking and outcomes assessment. Objectives include global perspective and international understanding through the study of French, German, Japanese, and Spanish, a first exposure for many students. Other objectives include the removal of deficiency credits (101-102) and proficiency attainment (103), as well as the College's successful travel-study tours coordinated with the office of Continuing Education. The department's in-depth two-year sequence (101-103: 201-203) covers a breadth of materials for students to transfer as juniors. The department offers a variety of day and evening classes to accommodate growing audiences.

More than 5,500 students (non-FTES) have been enrolled in our courses since 1987. There is a noticeable lack of preparedness (ability to reason, grammar skills, reading level, study skills, etc.) among students enrolling.

The full-time faculty of three non-native (two female, one male) and 1 native (one female) have master's and Ph.D degrees and an average experience of more than 25 years. Specialities include German language and literature; French language and literature; Scandanavian language and literature; Spanish language, applied linguistics and second language acquisition; art history and humanities. Their strength is in a content-based curriculum, goal of proficiency and diverse contact. Their weakness may be in low turnover of faculty, past emphasis placed on traditional methods, lack of ethnic diversity even though all are native or near native fluent in skills. All faculty keep current in their field through seminars, presentations, and publishing.

The part-time faculty include two Asian females, one Spanish female, 2 American females, one Colombian female and one German female with bachelor's, master's, and Ph.D. degrees and more than 15 years experience. Specialities are ESL, Women's Studies, Spanish, Fine Arts, Architecture, Music, German Language and Literature, Culture, and Educational Psychology. Their strengths are diversity and a world of experience for the classroom. Language acquisition is thought processing and involves critical thinking and logical responses. Proficiency is the goal. The process to acquire and ability to communicate is oral and through writing. It is holistic. Class assignments (essays, compositions, tests, etc.) examine these skills. Three faculty are trained in ACTFL Oral Proficiency Interview Testing. Plans to train part-time faculty in highlights of this procedure are under way. By spring 1992, every student's instruction included an oral test each quarter.

Pedagogy is individual and may be partially determined by the individual instructor. The goal is proficiency and therefore the pedagogy employed varies. Instruction is very high quality and varies from traditional grammar-based methods to more current communicative based philosophies. The "effect approach" is demonstrated by students who can and do communicate. All course syllabi are current and consistent and updated annually.

Recommendations: The condition of the physical classroom facilities is fair to poor. Classrooms should be remodeled to better accommodate realia, visual aids, etc. Classroom physical space is poor for aural/oral work - bad acoustics. Each classroom should have lowered ceilings and carpet to absorb noise. Each language should have a designated classroom as the "French, German, Japanese, or Spanish classroom."

A solidified policy should be in effect for hosting a Foreign Language Intern. The Listening Lab should be reorganized and upgraded to 36 stations with a school-funded attendant. Some additional changes include: applying for NEH Grant for program enhancement, implementation of Foreign Language interactive video, and increased technology.

Projected plans include a full-time Japanese position, introduction of new technology with software and videos, diversity of language offerings including Russian and Korean (and others), enhanced study abroad programs, literature in translation for language specific programs, development of culture classes (coordinated with Humanities department), and a replacement of a full-time German instructor who will be retiring in 1996.

BUSINESS DIVISION

Overview

Many changes have been made in curricula offerings in the Business Division during the past five years. It should be noted that one program was eliminated - Hospitality/Tourism. The instructor was reassigned to other areas. An instructor in the General Business area retired. The Journalism/Mass Media program lost an instructor due to resignation and plans to return to graduate school full-time. Two new accounting faculty were hired. The faculty remain committed to work tasks, and are current and competent in their fields.

Changes in the next few years will see the movement of Journalism out of the Business Division into Arts and Humanities, the addition of desktop publishing classes, and the hiring of a second instructor in Interior Design.

Division offerings are appropriate to the mission and objectives of the institution. All occupational and transfer courses are under close scrutiny at all times by faculty. Division members strive for excellence in all areas.

The following changes have been made to General Business and Accounting during the past five years. Options have been added in Public Relations and Advertising to the General Business and Marketing and Selling specialization areas. The Personnel specialization option was eliminated due to lack of demand. The Small Business option has been revised to align it with current developments on "entrepreneurship." The addition of a case studies class in entrepreneurship, as well as revising the "small business" class to an "entrepreneurship" focus are important changes.

Communication, critical thinking, and international components of the Business program have been strengthened by including the following new requirements for graduation: Writing 101 rather than Writing 070; Philosophy 115 Reasoning and Problem Solving; Social Science 115 International Studies; Political Science 120 or 130, Government Classes; Business 212, Business Ethics.

Plans to revise the Advertising and Public Relations specialty, reflecting recent changes in student newspaper management, are being considered. This also includes modifications in the TV and Video Production classes and Desk Top Publishing classes.

The Division is considering Speech 100 and Business 134 (Salesmanship) as requirements, with an eye toward strengthening student speaking skills while at the same time maintaining a sales component to the program.

Other changes are being considered as deemed helpful by the advisory committee and general business faculty.

The General Business program at Highline Community College strives to provide a broad, comprehensive general education, as evidenced by the curricula mix to include critical thinking, government, international and ethical focus classes.

The General Business program retains its strong occupational thrust, offering business skills-oriented classes such as marketing, small business management, selling, management, and accounting. The Division has worked hard to keep the door "open" to potential General Business occupational students by minimizing prerequisites and facilitating entry into the program during any quarter of the year.

Curricula offerings remain flexible and aligned with changing community, employer, and student needs. The goal is to give students what is required for them to compete in the job market and employers what they want in terms of productive employee skills. The General Business program employs a teaching faculty that is professional, current in their fields of study, and responsive to student and community needs.

Changes in the Interior Design program during the past 5 years have involved complying with the standards set by the Americans with Disabilities Act (ADA). The interior space planning executed in the lab classes reflects those standards. A Macintosh computer and color monitor have been added to the main design lab. A special grant will allow design instructors time to experiment with adding computer functions to a variety of the design classes.

Students have had opportunities to experience actual job conditions in furniture and surface selections and specifications for Building 30 and the Faculty Lounge Cafeteria at Highline Community College, two private residences and the Green River Community College Office Complex.

Plans for the future include the continued introduction of computer software in the program and the hiring of a second full-time faculty member to better accommodate students' needs and the demands of a day and an evening program. Also, it is hoped to be able to set aside a portion of the lab for a lighting experiment. Different lamp types would be installed allowing students time to experiment with color rendition and light spread effect.

Many of the courses in the Interior Design Program are appropriate to the mission and objectives of the College. Summarizing, the curriculum includes classes for the development of professional competence with drafting skills; introduction of terminology and procedures practiced in the field; opportunities to experience 3-D space planning; introduction of historical foundations and developments of the buildings we currently live and work in; instruction in the complex world of color psychology and color theories and techniques using color as a tool to market design concepts and space planning to meet current standards and federal codes. Interior Design 236 gives students an opportunity to prepare a portfolio of their best work, which then can be used in their job search. Since the Associate of Arts transfer program to Washington State University was completed in 1990, students prepare their portfolios based on WSU guidelines.

During the past five years, the Fashion Marketing course offerings have become more in-depth with respect to technical material and corresponding skill development training; and the subsequent instructional approach more personalized, with emphasis upon individualized learning aptitudes.

Goals of the Fashion Marketing department fall within three primary focus groups: (1) Personal and Professional Growth and Development; (2) Technical Training; and (3) Business and Community Involvement.

Future plans include continuing a needed and valuable "program fit" to the fashion industry. Through strong academic training and increased involvement with the business community, the faculty can incorporate an increased global approach to industry applications. Faculty also develop a broader publicity and public relations effort and create a more modern and functional instructional facility.

Major changes have occurred in the Journalism department in the last five years. When it became apparent that very few students were securing employment, an attempt was made to move the occupation-oriented curriculum toward desktop publishing. Three sections of a desktop publishing classes were added to the curriculum.

A recent resignation in the department prompted the appointment of a Journalism/Editing Committee to investigate the future of the program. Currently the recommendation is that the journalism transfer degree will be reassigned to the Arts and Humanities Division. The school newspaper production will continue under the same auspices. Additional specialized classes will be provided in desktop publishing to remain under the auspices of the Business Division. A few classes may be dropped, others reassigned as deemed appropriate. Copies of the committee's report are available in the office of the Dean of Instruction.

Due to the reassignment and the committee's recommendation, it is assured that all course offerings will be appropriate to the mission and objectives of the institution.

Changes in the past five years in the Medical Assistant program have been much affected by the availability of state funds. The curriculum has been tightened in many areas to remain current with industry assuring that class loads will not fall below the minimum class limit. Special emphasis in the summer of 1991 to advertise the program nearly doubled the enrollment, and the department was able to offer three night classes.

An AIDS Seminar class was added to meet state requirements and will be offered every other year to accommodate students.

Plans for future changes include the continuation of as many evening classes as is possible. There is a great demand to provide classes for students already employed and unable to attend day classes. Another goal is to hire a second full-time instructor. The only full-time instructor has release time to serve as the Business Division Chair for the past five years. It is difficult to manage the program with only part-time people teaching in the program.

The program course work is comprehensive and appropriate to the mission and objectives of the College. At the present time, Highline Community College's program is the only two-year Medical Assistant program in the state. As students are placed in work sites, many physicians and professionals indicate that skills and preparation are excellent.

The Medical Assistant program is accredited by the Committee on Allied Health Education and Accreditation (CAHEA). Reaccreditation, which occurred in 1987, is current through 1994.

Changes in the Office Occupations curriculum offerings over the past five years reflect some of the changing technologies in today's office environment. These changes include offering Word Perfect Version 5.1; Microsoft Word 5.0 word processing; updated teaching units in Intermediate and Advanced Typewriting classes to include the memory feature of the electronic typewriters; and use of an introductory integrated software program on the IBM PCs in the Office Orientation class. Other changes have included updating the Legal Word Processing class by using computers and Word Perfect 5.1 to meet the new state court requirements for legal documents; and the addition of Office 100 and 104 which prepare students to learn keyboard and simple formatting procedures on the computer. The program has discontinued Office 207, Xerox 860 and Office 213, Display Write due to lack of industry demand and equipment no longer in use.

In the future, Office Occupations plans to obtain an additional PC network to eventually network all the PCs in the area, adding units or courses on electronic mail to the curriculum. This will also allow more efficient introduction of new software such as Windows, Word Perfect for Windows, Microsoft Word for Windows and other future software and updates.

Other changes include obtaining some Macintosh computers, adding a third area of computers to replace a typewriter area, obtaining new calculators to replace outdated equipment, and offering some level of desktop publishing to office occupation students. In addition, plans are to include a unit or course on records management using the computer and obtaining adequate support services for repair, training, and advising for network computers and all other equipment.

The Office Occupations curricula plays a vital role in the College's objectives to provide occupational training. Some of the courses are requirements in other occupational programs such as Air Transportation Business, Medical Assistant, Legal Assistant, and Library Technician. Members of the community wishing to upgrade their skills for their current jobs or for retraining enroll in Office Occupations classes, especially those offered at night. The department's main objectives include offering relevant courses to meet the employment needs of local industry.

Primary changes in the Air Transportation Business program during the past five years have included the elimination of separate career search classes and the inclusion of this material into existing courses. The addition of classes to teach American Airlines Sabre and United Airlines Apollo airline computer systems and computer-based instruction modules covering International Air Fares are integral.

The program underwent a Developing A Curriculum (DACUM) study in 1990-1991, at which time it was determined that the curriculum was current and viable in all respects and reflected the needs of employers. Additional computer equipment was purchased at that time. The Air Transportation Business curriculum provides comprehensive yet generalized training to maximize student flexibility, thereby qualifying students for several different transportation career choices.

Department/Program Analysis

Business: The overall objective of Highline's General Business program is to provide education in business theory and practical applications that is necessary for employment in business, industry, government agencies, and professional firms. Graduates earn the Associate of Applied Science degree upon successful completion of a course of study in General Business.

Objectives of providing coursework, training, and skills designed to meet the occupational needs of our two-year General Business students, as well as those of our two-year Business transfer students, are being well met. Graduates include both occupational and transfer students with the knowledge and skills necessary to succeed in chosen careers or in the university business school of their choice.

Approximately 150 students currently are enrolled in the two-year AAS occupational program, and several hundred other students are working toward their business transfer degree. The students' reading and writing skills, study habits and "work ethic" are weaknesses. Their verbal skills are better, but critical thinking ability, if not weak, has not improved. An increased number of hours worked at part-time jobs by students outside of school has caused a reduction in time available for school work.

Full-time faculty have a broad range of teaching and work experience and hold master's and Ph.D. degrees. Several faculty members are active in business activities outside of college, helping to keep them current in their area of study. Required quarterly student evaluations help faculty monitor classroom teaching effectiveness and make adjustments as necessary.

Several full-time faculty are close to retirement. A challenge will be to recruit and hire new people while maintaining the present quality of teaching.

The department has traditionally employed a rich assortment of part-time faculty. These are professionals in their areas who enjoy teaching. Their work orientation, varied work experience and present employment bring dynamic elements to the business classes.

General education and related requirements are met by inclusion of the following courses in General Business, Advertising and Public Relations, Small Business Entrepreneurship, and Marketing and Selling Associate of Applied Science degrees:

Speech 100	Basic Oral Communication
Business 134	Principles of Salesmanship
Writing 101	Principles of Writing
Philosophy 113	Reasoning and Problem Solving
Business 121 or 201	Practical Accounting
Business 135	Business Mathematics
Psychology 100	Introduction to Psychology
Anthropology 120	Cultural Anthropology
Sociology 110	Survey of Society

The curriculum is designed to provide employable skills using up-to-date business procedures, processes, and equipment. Students develop both the technical and human relations skills necessary to succeed in today's competitive work environment. The following are activities which require some degree of problem solving, reasoning, communicating, critical thinking and synthesis, and are used throughout the Business curriculum: Case studies, examinations (essay and objective), statistical analysis of business situations, business math and accounting problem solving, written term reports and research papers, speeches and budgeting and financial management.

Recommendations: Overall physical facilities are adequate to meet the department's needs. However, the following changes/improvements need to be considered: (1) Replace temporary wall at south end of Building. 23-310. The present "partition" allows too much noise to pass, causing disruption in neighboring classrooms. (2) Acquire VCR players and TV monitors for all classrooms used to teach General Business and Business Transfer classes. Courses such as Statistics and Accounting are now being provided with video learning material that could be used in the classroom. (3) Designate space and acquire computer equipment to serve 8-10 sections of Survey of Business and 8-10 sections of Statistical Analysis each year. These courses will not need full-time use of computers, but even on an occasional-use basis too many students are enrolled in these classes.

The department will have several retirements from the General Business faculty within the next five years. The goal is to plan for faculty replacement with new hires that will be able to carry the department into the 21st Century. The overall goal will be to decide on the appropriate future directions and educational needs of the occupational and transfer students. Faculty will be hired with the education and training to teach effectively in these areas. A computer lab dedicated to non-accounting business students should be a major resource goal.

Accounting: Accounting is a required class for many occupational programs, plus a concentration in the General Business program. An accounting major prepares students for entry-level positions in accounting. Students complete computer and tax courses as well as acquire accounting knowledge.

Approximately 5,600 students have taken at least one of the six accounting classes offered. They do not seem as well prepared for college-level classes nor as motivated to learn as in previous years. Students are required to complete assignments daily related to problem solving and to demonstrate reasoning and communication skills.

The program is coordinated and instructed by 4 full-time and 9 part-time instructors. Of the full-time staff, three have Masters of Business Administration, one with a Master of Education, and two are CPAs. They all offer industry experience as well as strong educational background. There are two women and two men, one of whom is African-American. The majority of the part-time faculty are CPAs, although one is a lawyer who teaches taxes.

General and related education requirements are met by inclusion of the following courses in the Practical Accounting Associate of Applied Science degree: Speech 100, Basic Oral Communication, or Business 134, Principles of Salesmanship; Writing 101, Principles of Writing; Philosophy 113, Reasoning and Problem Solving; Business 115, Income Tax Procedures; Business 145, Business Taxes; Business 121, 122 Practical Accounting; Business 124, Accounting with Microcomputers; Business 135, Business Mathematics; Psychology 100, Introduction to Psychology or Sociology 110, Survey of Society, or Anthropology 120, Cultural Anthropology.

In addition to lecture, discussion, and problem solving, computer applications are included and constantly changing. The use of videos is also incorporated into the program.

Recommendations: The Accounting department is very fortunate to have its own computer lab. Classroom assignments, however, are often poorly done due to small classrooms and sometimes no tables. Projections for growth indicate the need for additional computers and specialty courses in payroll, governmental accounting and tax.

Interior Design: The Interior Design program's overall goal is the preparation of students with the skills and attitudes necessary to perform entry-level design work or to continue their education in a four-year university.

Two degrees are offered, the Associate of Applied Science leading to employment, and the Associate of Arts emphasizing Interior Design which transfers to four-year institutions. Most students enroll in the Associate of Applied Science degree. A large percentage of Interior Design graduates are employed within three months of graduation.

The Interior Design program is fortunate to have generally well-prepared students with degrees in other fields and prior training. During 1990-1991, the program experienced an increase in individuals who were changing careers. Students fell into three distinct categories: (1) returning students/prepared, (2) new students from high school, and (3) returning students/unprepared.

- "Returning students/prepared" continue to have good skills.
- "New students from high school" are a slowly changing group with students better prepared and choosing the community college as an option or addition to four-year colleges.
- Returning students/unprepared exhibit worsening skills and abilities and lack a support system allowing them to achieve success.

The program is coordinated and staffed by one full-time female and two part-time female instructors. The full-time instructor has a master's degree in adult education and Bachelor of Arts in Interior Design. Her strengths are contract design, interior design work experience, and an active network of practitioners. One part-time instructor has a Bachelor of Science in Textiles. Her strengths are color theory, residential design, and technical drafting. The other part-time instructor has a Master of Fine Arts degree and a Bachelor of Arts in Graphic Design. Her strengths are drawing, rendering, and presentation techniques.

Instructors continually upgrade course content by staying current in professional organizations which offer continuing education units and specialized training. They also attend in-service training on campus, network with industry, and use advisory committee members for consultation.

General and related education requirements are met by inclusion of the following courses in the Interior Design Associate of Applied Science degree: Speech 100, Basic Oral Communication; Writing 101, Principles of Writing; Business 121, Practical Accounting or Business 135, Business Mathematics; and Psychology 100, Introduction to Psychology or Psychology 120, Psychology of Human Relations.

Methodology for teaching in the Interior Design program is varied and is planned to accommodate the adult learner. Lecture, discussion, demonstration, simulation, internships, computer enriched instruction, and nominal group techniques are commonly used.

Communication skills are enhanced in classes such as Color Theory, Interior Rendering, and Color Drawing. Students develop personal skills and experiment with technology to enhance and reproduce their concepts into communication devices.

The Interior Design department has one permanent studio/classroom and shares a lecture room and studio/classroom. Although it appears spacious, the permanent room has no discussion area, limited hands-on work space, inappropriate storage, and lighting which is inadequate for drafting.

Recommendations: The lecture room is in need of refurbishing. The studio/classroom is barely accessible for disabled students. The space itself is versatile and, with modifications, could be serviceable. If the Interior Design department continues to integrate computers into the curriculum, it will need its own lab space or space for computers in the classroom.

Projections include growth in the field of interior design, once economic growth resumes. Growth could be facilitated by adding evening classes, classes in Computer Aided

Drafting Design (CADD), lighting lab, computer skills across the curriculum, basic Interior Design principles, and history course expansion.

Fashion Marketing: The primary purpose and direction of the Fashion Marketing program is to provide a pertinent, practical, and current technical and occupational curriculum base combined with a strong academic foundation. This is achieved by the study of communication skills, critical thinking, effectiveness and achievement building, and supervisory/leadership methodology. Subject composition is designed for individual student needs, goals, and ambitions, while at the same time is responding to the changing requirements of education and industry.

The Fashion Marketing department required courses are within three primary focus groups: Personal and Professional Growth, Technical Training, and Business and Community Involvement. Proof of program goals are reflected by an increasing achievement and success rate. This is demonstrated by improved academic performance and a strong employment placement rate over the course of the two-year educational preparatory program.

Approximately 300 students have been enrolled in the fashion marketing courses over the past five years. While a certain percentage of students complete the two-year program, a large percentage of those students obtain successful entry-level positions within the retail or wholesale sector of the industry, remaining with these companies on a permanent career track. It is observed by the faculty that a major difference in the quality of students exists in the area of college "readiness." The majority of new students are not adequately prepared in high school to address the challenges of the academic arena. Specifically, they are lacking strong verbal and written communication skills and critical thinking.

One full-time faculty has a master's degree with specialization in textiles, clothing, historical costume, international buying and personal development and staffs the department. As of September 1992 the department is short one full-time faculty person.

General and related education requirements are met by inclusion of the following courses in the Fashion Marketing Associate of Applied Science degree: Speech 100, Basic Oral Communication; Writing 101, Principles of Writing; Business 121, Practical Accounting; Fashion 215, Fashion Marketing II; Fashion 220, Fashion Sales Promotion; Fashion 260, Visual Merchandising; Fashion 284, Career Dynamics; Fashion 290, International Buying.

Current teaching methods, while incorporating standardized assists via audio-visual technology, also include theoretical-practicum applications and frequent classroom interaction between industry professionals and students in the form of guest speakers, demonstrations, etc. Due to the unique nature of the program, lecture and project application serve as high priorities. The program also offers opportunities for students to study the garment industry in New York City through Independent Study. Internships with major companies are available for students to further develop industry comprehension and relevancy of classroom course material. Selected classes would better accommodate needs for individualized attention to students if class sizes were reassigned to 15.

Recommendations: The general condition of the Fashion Marketing facilities is adequate; however, the "image" and the "fit" of the facilities within the framework of the 90s is archaic and imparts an illusion of an out-of-date environment which in turn creates an impression of an "outdated" educational structure. Classrooms need to be modernized with respect to color, fixturing, cabinetry, storage, and floor coverings. "Fashion" epitomizes the newest in socio-economic, demographic, and psychographic trends. It can flourish only in a compatible environment, particularly when educational goals and directives are at stake.

There needs to be increased promotional thrust within the community in order to promote program exposure and posture and to better enable instructors to relate coursework to community and environment. A more active role needs to be taken with the Counseling/Advising Center with respect to informing prospective students about program and industry composition and offerings.

For the faculty there needs to be increased dollar allocation for travel and an implementation of 1/3 release time (10 credits only during one quarter per year) to allow for more involvement with industry.

Medical Assistant: The Medical Assistant department's role is to provide occupational training for students. Graduates who successfully complete the course work and are employed within the community are evidence of the program's success.

At the present time there are three programs within the department. They include the two-year Associate of Applied Science degree in Medical Assisting, one-year Certificate of Completion in Medical Secretary/Receptionist, and one-year Certificate of Completion in Medical Transcriptionist/Word Processor.

Students who successfully complete the program are able to be employed in entry level positions without difficulty. Students demonstrate problem solving, reasoning, communicating, critical thinking, and synthesis through completing mailable insurance forms, typewriting and computer skills. They also produce transcription documents, demonstrate accounting procedures, present oral and written reports, demonstrate both first aid and CPR skills, and laboratory and clinical procedures.

The program has one full-time faculty member who is currently on release time to the Business Division as its Chair.

She has a Ph.D. and teaches only five credits per quarter in the Medical Assistant program.

Five part-time instructors are employed various quarters annually. These individuals are currently Certified Medical Assistants (CMA) and some are employed in their specialty.

General and related education requirements are met by inclusion of the following courses in the Medical Assistant Associate of Applied Science degree: Speech 100, Basic Oral Communication; Writing 101, Principles of Writing; Business 121, Practical Accounting; Medical Assisting 182, Medical Therapeutic Relations; Medical Assisting 183, Medical Office Emergencies.

General and related education requirements are met by inclusion of the following courses in the Medical Secretary/Receptionist certificate: Speech 100, Basic Oral Communications; Writing 101, Principles of Writing; Business 121, Practical Accounting; Medical Assisting 182, Medical Therapeutic Relations; Medical Assisting 183, Medical Office Emergencies.

General and related education requirements are met by inclusion of the following courses in the Medical Transcriptionist/Word Processor certificate: Speech 100, Basic Oral Communications; Writing 101, Principles of Writing; Medical Assisting 150, Medical Machine/Pegboard Accounting; Medical Assisting 182, Medical Therapeutic Relations; Medical Assisting 183, Medical Office Emergencies.

Current teaching methodology including lecture, lab, and clinical seems to be working, and students are learning. Staff members enroll in continuing education classes to remain current with new technology pertinent to the medical field. Syllabi are updated on a regular basis in compliance with guidelines established by Highline Community College and the accrediting agency for medical assisting.

Recommendations: Program plans call for updating all Terminal Performance Objectives and Safety and Universal Precautions to be sure they are in compliance with the program's Developing a Curriculum (DACUM) Essentials and Occupational Safety and Hygiene Act (OSHA) Standards.

In general, the physical facilities are adequate. The only area of concern is with the laboratory facilities, and that concern is currently being addressed.

A full-time faculty program coordinator is needed. A part-time coordinator is unable to devote the necessary time for advising students, recruiting new students, and maintaining department and staff responsibilities.

Additional laboratory equipment may need to be purchased if the Biology Laboratory is not available to the program in the future.

Office Occupations: The Office Occupations program plays an important role in the College's occupational training of students. The program's goal is to train students to enter the workplace with marketable office skills. The large number of students enrolled in office occupations classes and those securing employment after training are evidence of the program meeting its objectives.

The following certificate and degree programs reflect the Office Occupations department's purposes:

Certificates of Completion	Associate of Applied Science Degree
Bookkeeping	Professional Secretary
Typist	Word Processing Specialist
Word Processing Operator	Legal Secretary
Legal Clerk Typist	

An average of 400-425 students enroll in day and evening Office Occupations classes each quarter. These students include 18-20 year old high school graduates, single parents, displaced homemakers, women re-entering the workforce, physically, educationally, or economically disadvantaged, and working adults who want to upgrade job skills. In addition, many students come as refugees, immigrants or those on student visas.

There is an ever-decreasing quality of students' abilities to use or understand the English language orally or in written form. Students do not have the expected math skills. Overall, the students do not seem to have the educational background or reasoning/thinking skills that were expected in the past.

Assignments that require students to demonstrate problem solving, reasoning skills, and communication skills are: setting up mailable documents from rough draft format using specific word processing software or the typewriter; using case studies to solve various office problems; discussion groups that report to the class on various on-the-job situations.

Full-time faculty members have all worked in industry at some time in their careers. The three full-time faculty hold Master of Education degrees. Each can teach any of the subjects offered in the program.

Part-time faculty have bachelor's or associate of applied science degrees and have had some degree of work experience. One part-time faculty member specializes in legal office procedures and works full-time as a legal assistant/secretary.

General and related education requirements are met by inclusion of the following courses in the Legal Secretary, Professional Secretary, and Word Processing Specialist degrees: Speech 100, Basic Oral Communications; Writing 101, Principles of Writing; Business 121, Practical Accounting; Psychology 100, Introduction to Psychology or Psychology 120, Psychology of Human Relations.

General and related education requirements are met by inclusion of the following courses in the Certificates of Completion for Legal Clerk Typist, Bookkeeping, Typist, and Word Processing Operator: Speech 100, Basic Oral Communications; Writing 101, Principles of Writing; Office Occupations 108, Business Machines; Office Occupations 111, Office Orientation.

A most effective teaching method used in Office Occupations is providing hands-on training for students on typewriters, desk calculators, and various computers and software. All instructors use several sources such as overheads, videos, films, guest speakers, etc., to supplement classroom instruction. When teaching job-search techniques, mock interviews are held for each student that are videotaped so students can view and evaluate the interview.

All course objectives are focused on meeting the department goals of training students to attain office skills. Class sizes enable us to provide students with substantial hands-on experience with equipment, computer hardware and software. At the present time, the department offers a minimal number of course offerings so that it can provide a viable program. It becomes increasingly difficult to offer new courses to meet ever-changing technological advances in the computer area when it seems our current offerings are necessary to provide students with basic knowledge and skills.

Office Occupations syllabi are current and kept up to date each quarter. Course content is continually evaluated and upgraded by individual instructors and in department meetings. Instructors keep up to date on industry demands that impact course content by attending workshops, classes, seminars, etc.

The department fully utilizes its teaching area. At the present time, the department has modern, up-to-date equipment, and classroom furniture meets current needs. However, full utilization of the computer mouse capabilities will require different furniture. During the next year, the department will need to add another computer classroom with compatible furniture to replace the current typewriters so that student needs in developing keyboarding skills can be met.

Recommendations: For the future, Office Occupations plans to:

- Obtain an additional PC Network to eventually network all the PCs in the area.
- Obtain some Macintosh computers so students will have experience with the Macintosh environment.
- Add a third area of computers to replace a typewriter area.
- Obtain new calculators to replace outdated ones.
- Offer some level of desktop publishing to office occupations students depending on the campus organization of desktop publishing.
- Add a unit or course on records management using the computer.
- Request adequate support services–repair, training, advisory–for the network, computers, and all other equipment in office occupations.

As full-time faculty retire in the next five years, they need to be replaced with full-time faculty. Any new full-time replacement needs to have a strong computer background related to the office environment, as well as teaching experience.

A computer resource person on campus would really assist the department in making decisions about computer purchases.

A person who could help train the faculty in designing and solving problems of a Local Access Network (LAN) network would also contribute to faculty effectiveness.

In the future with more equipment and a network, a lab assistant will be necessary to monitor and supervise the area and network.

Air Transportation Business: Air transportation plays an important role in the Pacific Northwest. The Highline Air Transportation Business program trains students for airline customer service, travel agency, tour company, air cargo and other entry-level positions. The program meets the needs of the college, students and employers. Curriculum was recently reviewed through Developing A Curriculum (DACUM) process and is contemporary with industry needs.

Students may earn either a 45 credit certificate of completion or a 90 credit Associate of Applied Science degree depending on their educational and career goals. Each consists of a general education core of classes to which the students add desired air transportation courses. The options meet the needs of students.

Over the past five years there has been a slight decrease in enrollment which can be attributed to the ASSET test requirement and budget restrictions. With an increase in students whose first language is not English, a decline in writing and communication skill levels are apparent.

Full-time faculty consists of one male and one female; part-time includes three to six females per quarter, ranging in work experience from six to twenty-four years. Faculty represent a broad range of experience including airline, travel agency, air cargo, cruise/tour company.

General and related education requirements are met by inclusion of the following courses in the Air Transportation Business degree: Speech 100, Basic Oral Communication; Writing 101, Principles of Writing; Office Occupations 101, Beginning Typewriting; Math 105, College Algebra, or Math 107, Mathematics - A Practical Art, or Business 135, Business Mathematics; Transportation 196, Travel Counselor.

General and related education requirements are met by inclusion of the following courses in the Air Transportation Agent certificate: Speech 100, Basic Oral Communication; Writing 101, Principles of Writing; Office Occupations 101, Beginning Typewriting; Math 105, College Algebra, or Math 107, Mathematics - A Practical Art, or Business 135, Business Mathematics; Transportation 196, Travel Counselor.

Teaching methodology includes lecture, class discussion, hands-on, small group projects, and industry speakers. Course objectives are consistent with the needs of the students, program and employers. Class capacity of 38 is too large for many of the courses requiring hands-on skills. Budget constraints have required the department to reduce course offerings slightly below optimum.

Recommendations: Generally the facilities are adequate. Additional resources needed in the next five years include computers and software.

DEVELOPMENTAL STUDIES

Overview

The Developmental Studies unit has remained stable in its course offerings. The department has continued to offer opportunities for underprepared students to build their skills and for students and/or community members for whom English is a Second Language to improve their language skills. Adults who have completed high school may enroll in the high school completion program and complete their high school requirements to receive a diploma.

The department's future plans include exploring and pilot testing the linking of study skill courses with 100-level courses as a means of enhancing student success rates.

Department/Program Analysis

Adult Basic Education/High School Completion: The Developmental Studies department's basic function is to offer classes to underprepared students, to assist them in improving their academic skills level, and to help these students reach their academic and/or occupational goal.

The program enrolls a larger number of students for whom English is a second language. Other students enrolling in developmental studies courses have below college level reading skills or are in need of development of study skills. Developmental studies also offers courses for those adult students who are seeking to complete high school requirements. Over the past five years, students enrolling in this area appear to be less prepared for college work.

Currently there are four full-time faculty, six part-time faculty in the Developmental/Reading program and approximately nine part-time faculty in the Adult Basic Education / English as a Second Language program. All the full-time faculty have master's degrees. Two have degrees in Reading, one is in English and one is in Education.

Instructors stay current through their involvement in professional development activities to include attending on-campus in-service training, reading the current literature and off-campus professional development activities.

Teaching methods utilized in the Developmental Studies department are varied. Lecture, discussion, computer-aided instruction, and small group work are techniques commonly used. The reading lab provides students the opportunity for individualized programs, and this lab setting provides the opportunity for students to experience yet another teaching approach.

The Developmental Studies department has a computerized reading lab and several classrooms. Due to the growing number of students enrolling in the lab, work space can be limited. The current computer equipment is in need of updating and the space in need of refurbishing.

Recommendations: Current trends indicate the number of students enrolling in the program will continue to grow. This growth could be facilitated by integrating this program more with other departments, or by placing the program under the auspices of an existing college division. Having an in-house department coordinator who also has teaching responsibilities within the department would greatly enhance Developmental Studies in better serving its expanding population.

HEALTH, PHYSICAL EDUCATION AND EDUCATION DIVISION

Overview

The Health, Physical Education and Education Division, as one of five major instructional units, offers curricular offerings in the form of organized programs and discrete classes of high quality. Systematic curriculum review and revision are accepted practices within this division to sustain the acknowledged quality.

Curriculum review and revision is an ongoing process in the Dental Assistant program. During the past five years, Washington Industrial Safety and Hygiene Act (WISHA) and Occupational Safety and Hygiene Act (OSHA) standards for infection control and the Washington State Right-to-Know Law concerning hazardous waste have made a significant and imposing impact on the curriculum. Adding the equivalent of three credits to what was already a full curriculum has created stress in several courses. A secondary factor has been the attempt to add communications into the Dental Assistant seminar course. This was done when the occupational communications course was discontinued by the Arts and Humanities Division.

Plans for future change include adding four weeks to the existing curriculum to allow for new content in the topic area of infection control, hazardous waste and communications, as well as attempting to reduce some of the stress students experience during the first quarter of the program.

The nursing program has not made any major changes since the last National League of Nursing (NLN) accreditation in 1986, but course content is continually updated and revised.

Course content and a clinical rotation in geriatric nursing have been added to the curriculum. This rotation has provided students with opportunities to gain insight into the management of clients in long-term care settings, and to interact with both frail and healthy elderly persons. Well-child pediatric experiences are offered through the on-campus day care setting and through cooperative pre-schools managed by the Parent Education department. Exposure to Community Health Nursing is provided through a one-day experience in a community health-care setting.

In the classroom, lecture notes are included in many syllabi to promote more class discussion and less lecture time. Computer simulations are widely used and are an exciting way for students to learn.

The Nursing Ladder program has made a few changes. Students are accepted with work experience in agencies other than an acute care setting. That change necessitated a mandatory clinical rotation in the first quarter to assess the skill level of each student. For the past three years, obstetrical nursing theory has been offered to Ladder students because most of them have not had any graduate experience in the field. It is a means of preparing them for the State Board Licensing Exam.

Plans for the future include integrating the use of recently acquired interactive video equipment and software into the curriculum, as well as more computer programs. More clinical simulations are being implemented in the on-campus learning laboratory to allow practice of critical thinking skills before students work with actual patients in the hospital setting.

Multiple entry dates and part-time track options are being considered. These two options would better accommodate community needs and demands. Another strategy adding flexibility to the program is the pre-program challenge testing offered to Ladder students.

The mission and objectives of the institution are met in several ways. Student feedback meetings are held twice annually involving students in the formation of policies and procedures that affect them. Work with the community through our advisory committee and our clinical agencies is ongoing. Teaching methods are available that enhance knowledge and skills based on the needs of the individual learner.

The success of the program is evidenced, in part, by graduates' high performance on the national licensing exam and by high employment placement rates. In addition, graduates of this program are held in high regard throughout the nursing community. Many graduates continue their education, going on to earn advanced degrees in nursing and in related fields.

The Respiratory Care program adopted a new curriculum during 1990-1991. While not greatly different from the program design of the past several years, present offerings better accommodate student needs in the following ways:

- Improved science base: Biology 151 is now a program requirement. This introductory course provides essential background for anatomy and physiology courses, as well as microbiology.
- Improved relevance of communication component: The introductory respiratory care course (Respiratory Care 101) is expanded to include a substantial unit on interpersonal communication. Emphasis in this unit is upon communication among health professionals.
- Improved clinical education: An exciting innovation has been the development of cooperative education courses. These courses provide students with opportunities to gain relevant supervised work experience in hospital respiratory care departments. The cooperative education experience greatly augments the standard clinical program.

Plans for the near future include evaluation of the present changes with curricular adjustments being made as indicated. Department faculty will regularly consult with the advisory committee for the purpose of upgrading and revising core course content to reflect evolving respiratory care practice. This approach to curricular change has been employed successfully for many years.

The Respiratory Care faculty believe the program's offerings are consistent with and appropriate to the mission of the College. Students with widely varied backgrounds have met with success in this program. In an effort to accommodate the needs of individual learning styles, a wide variety of instructional approaches is used. By utilizing an advisory committee, the Respiratory Care faculty maintains healthy and relevant college-community interaction. Because of close relations between the community and the Respiratory Care program, costs of expensive and labor-intensive clinical education kept to a minimum. Finally, the success of this program's graduates, as measured by their high performance scores on national exams, their 100 percent employment rate, and their rate of advancement within their chosen profession indicate consistency with college and program objectives.

The Respiratory Care program is accredited by CAHEA (Committee on Allied Health Education and Accreditation) through the American Medical Association.

Physical Education is a department offering a variety of one-credit activity classes as well as three-credit personal health and/or standard first aid classes. Three physical education credits are required of students planning to complete an Associate of Arts degree. Occupational programs have varied physical education requirements.

Plans for future changes are dependent upon funding and leadership by the College administration as to the overall philosophy of the College. The mission and objectives of the College have remained the same for a number of years, which are basically to meet the needs of the young people of the service area. The Physical Education department's goal, with the assistance of College administration, will strive to accomplish this end.

The Education department offers students a variety of certificate and degree options. The department has experienced modest growth during the past few years, allowing students to better meet their goals. Currently, both occupational and transfer degrees are available. The variety of options helps to meet the needs of an increasingly diverse student population. Course scheduling is also planned with student needs in mind. Both day and evening classes are offered as well as evening faculty office hours.

The department works closely with the Child Care Development Center on campus and a wide variety of educational settings in the community. Future plans include the creation of a campus early childhood laboratory facility with observation rooms. Projects currently underway include grant-funded classes for family home day-care providers and a study skills and peer tutoring project.

Goal setting and evaluation are ongoing processes in the Education department.

Parent Education provides instruction in the skills of parenthood. Its purpose is to support individuals in their role as parent, to advocate a positive environment for families, and to promote a quality learning setting for young children.

Parent Education programs are based on the knowledge that parenting is one of the important careers in an individual's life, and, as with any vocations, preparation and continuing education are necessary for success. In the tradition of occupational education, the curriculum is built around a laboratory approach and group lecture/discussion periods.

Changes in the past five years have included:

- updated course syllabus for each section
- acquired new or newly revised handbooks for each age group
- added resources including video tapes, books, series of 'specific topic' printed materials, regular monthly newsletters for all students, systematic 'lecture/discussion' curriculum guides, standardized forms for laboratory participation information and 'hands-on' materials for parent/child activity periods
- increased community and campus involvement.

Plans for future change include better responses to demographic changes in the community, continuing evaluation of the program, increased community involvement and visibility for the program, and increased staff development.

Department/Program Analysis

Dental Assistant: The Dental Assistant program is a program responsive to the needs of the professional dental community, and it contributes to the balance and scope of the College offerings. Objectives are consistently met and are evaluated and/or measured by: graduate follow-up studies, clinical agency feedback and evaluation, national examination results, and comparison with other professionally accredited program. The main goals of the program are to graduate students who possess entry-level dental assisting skills with appropriate didactic knowledge, who can successfully function within the dental team, who can successfully complete the national certification examination and who will exhibit a desire to participate in professional activities and continuing education.

The larger the pool of program applicants the more qualified the students who are accepted into the program will be. The average age of the program applicant appears to be increasing, providing a more mature student.

There is one full-time faculty with a Bacheior of Science in Health Care Administration, extensive course work and seminars in teaching methodology, teaching experience in the community college and vocational-technical institute environment, and a wide range of dental assisting experience.

The part-time instructor has 12 years of work experience in private practice and has studied dental anatomy and dental materials. She is being urged to take teaching methodology courses.

Accreditation standards are met for instruction in safety by means of courses Dental Assisting 101, 117, and 129. Discussions will begin with the Arts and Humanities Division, Pure and Applied Sciences Division, and Social Sciences Division to develop appropriate oral communications, computation, and human relations components to be taught by qualified instructors.

The program is designed for sequential learning in which the student demonstrates problem solving, reasoning, critical thinking, and synthesis at an increasing level of knowledge and skill. This is assessed through practical evaluation during laboratory sessions and clinical internships.

Course objectives and outcomes are assessed on an ongoing basis and adjustments are made accordingly. A broad range of instructional methodologies, such as lecture, demonstration, seminar, audio-visual, laboratory practice activities, are utilized. There is enough flexibility in teaching methodology to allow for student learning styles.

Recommendations: The physical facilities are in very good condition and do not require changes. A portion of the equipment was recently updated with a grant from the Washington Dental Service Foundation. Four dental chairs and delivery system, as well as the assistants' stools, however, need to be updated. An experienced part-time faculty as well as a part-time lab assistant would be an asset to the program.

Some projected long-range plans include adding four weeks to the program prior to the fall quarter. The purpose is twofold:

- To provide additional time to incorporate the new data required for infection control, hazardous waste and the Right-to-Know Law; and
- To reduce the stress students experience during the first quarter of the program.

Nursing: The Nursing department offers an occupational program with a curriculum based on current theoretical and clinical content. Many resources in the community are utilized to enhance student knowledge and skills. A variety of teaching strategies appeal to all learning styles of adult learners. Many video tapes, computer programs, and clinical experiences are incorporated into teaching strategies, as well as lectures and discussions.

There is a resident tutor program for students who have failed an exam and are at risk of not being successful in the program. Hopefully this program will continue as it meets the needs of many students. It is also helpful for ESL students.

The main focus of the program is to produce graduates who successfully complete the national RN licensure exam and who are prepared to function as safe beginning level nurses in non-specialized units in a variety of settings.

In the past three years, the program was broadened by adding a Geriatric Nursing component and providing clinical experience in long term care settings within the community. Because pediatrics is a specialty area, content has been refocused from the ill, hospitalized child to the well child in daycare settings. The rest of the clinical experiences include medical/surgical and psychiatric nursing.

The LPN Articulation program offers an opportunity for Licensed Practical Nurses to continue their education. They enter a summer program to facilitate the LPN to RN transition. If the summer session is successfully completed, students enter the second year of the nursing program.

State Board Exam passage rate is usually 100 percent. In the past it has ranged from 96-100 percent.

Forty-four students were accepted into the first year of the program for several years. Two years ago, however, the College began admitting 55 students in the first year of the Basic Nursing Program. At least one clinical group of nine LPNs are admitted in the summer. Depending on attrition, enough LPNs are admitted to make six clinical groups of nine students for the second year.

In the past two years, many more students have been admitted into the basic program who have associate, bachelor's and master's degrees in other majors. Attrition dropped from an average of 15-20 percent to 9-10 percent.

All clinical nursing courses require care plans, process papers, and patient care assignments. Through these learning methods, students must demonstrate problem-solving, reasoning, critical thinking and synthesis to care for their patients. From an assessment of their patients, students develop nursing problems from which they must plan their care, noting rationales for procedures.

There are seven full-time nursing faculty members. Three have Master's of Science in Psychiatric Nursing, one Master's of Science in Maternal Child Health Nursing, one Master's of Science in Physiological Nursing, one Master's of Science in Medical Surgical Nursing and one Bachelor's of Science in Nursing.

There are twelve part-time instructors. Four have a Bachelor's of Science in Nursing, one Master's of Science in Medical Surgical Nursing, one Master's of Science in Nursing Education, one Master's of Science in Health Science, one Master's of Science in Physiological Nursing. One has completed a Master's of Science in Nursing except for the thesis.

Faculty are in the process of developing a Faculty Orientation Handbook. A full-time person is being placed in the Learning Lab to work with all students for continuity and safety of learning. This will relieve part-time instructors from responsibility in this area.

The program has utilized more money for faculty development. This has given faculty the opportunities to attend national conferences and to provide some education for part-time faculty.

General and related education requirements are met by inclusion of the following courses in the Nursing Associate of Applied Science degree: Oral Communication is met in Nursing 131, 132, 133, 232 Psychosocial Concepts in Nursing, Nursing 224, Issues and Trends; Writing 101, Principles of Writing; beginning fall 1994, incoming students will be required to complete a math course at the 100 or higher level prior to graduation; Psychology 100, Introduction to Psychology; Sociology 110, Survey of Society or Anthropology 120, Cultural Anthropology or Behavioral Science 100, Human Sexuality.

The Learning Lab is a critical component of nursing instruction. All students must practice and test specific skills in the lab under faculty supervision. This is done before performing them in the clinical area. The skills lab has a wide variety of teaching methods–self study, computer programs and audio visuals. Next year interactive videos will be added.

Math and nutrition courses are self-study to accommodate the adult learner who is motivated and wants to learn at an individual pace.

Theory classes have lecture notes included in the syllabi so most of the class time is spent in discussion. It has proven to be very successful since the students are able to concentrate on discussion rather than writing notes.

The variety of teaching methods is appreciated by students. Student success rate in testing is higher and students enjoy the classes.

The Learning Lab is a large area that is well-equipped and well-staffed. Classroom space is an ongoing problem because of enrollment numbers and because students are on campus irregularly.

Recommendations: The department plans to examine the possibility of incorporating multiple entrance dates into the program–perhaps entering in two different quarters. That would enable students who finish pre-requisites late to enter without waiting a full year.

A part-time track is also being considered so students could complete the program in three years rather than two. These changes may require adding one or two part-time faculty members.

Respiratory Care: Highline Community College is committed to providing quality educational programs representing a broad spectrum of academic and occupational areas. The College values its health occupation offerings, and demonstrates its commitment by allowing for adequate representation of this division, equitable funding, and administrative support. The Respiratory Care (RC) program has been strongly supported for many years by the College.

The Respiratory Care program provides students with requisite knowledge and skills to perform both entry-level and advanced level tasks in the field of respiratory care.

The number of students in the Respiratory Care program has fluctuated over the past five years, with an increase in the number of applicants noted during the past two years. The overall level of preparation of entering students is generally lower than that of students of ten years ago. More students are affected by external factors than in previous years, such as single parenthood, financial hardship, and social problems. These factors have, in many instances, proven significant in preventing success.

The Respiratory Care program requires students to integrate complex principles and concepts into safe clinical practice. Supervised laboratory and clinical (hospital) experiences are designed to provide all students with the opportunity for demonstrating problem-solving, reasoning, communication skills, critical thinking, and above all, synthesis of cognitive, affective and psychomotor skills.

There are two full-time tenured faculty. The program coordinator holds two master's degrees (in Health Science Education, and in Epidemiology) and has a combined clinical and teaching background of over 20 years. The director of clinical education holds a Master of Education degree, and has had 18 years of clinical and education experience. The full-time faculty have worked in the major areas of respiratory care specialization, with emphasis in adult critical care.

Part-time faculty varies quarterly but in general consists of two or three clinical instructors and one classroom instructor. At present our clinical faculty includes three women, each with between five and twelve years of clinical experience. The classroom instructor has had specialized training in medical instrumentation and more than ten years clinical experience. Part-time and full-time faculty represent a wide variety of ethnic heritages, from which they no doubt draw inspiration, strength of character, and empathy for peoples of all colors, races, and national origins.

Faculty regularly attend workshops and conferences to keep abreast of modern teaching methods and innovations. The program's objective measures of graduate success are unequaled in the Northwest. Faculty believe that they are generally successful in teaching respiratory care.

Room for improvement is obvious in the area of attrition. Faculty must continue to sharpen their skills in teaching the underprepared student, as well as remembering to rely upon on-campus resources as referral areas for the struggling student.

Accreditation standards are met for written communications and human relations by Writing 101, Principles of Writing and Psychology 100, Survey of Psychology. Discussions will begin with the Arts and Humanities Division and Pure and Applied Science Division to develop appropriate oral communications and computation components to be taught by qualified instructors.

A variety of teaching methods is used in the Respiratory Care program. While theory-based courses rely heavily upon didactic methods, laboratory courses offer students the opportunity to practice "hands-on" skills in a non-threatening, low-pressure setting. Clinical courses allow the students to practice laboratory and classroom skills in a controlled, supervised hospital setting under authentic conditions.

Each clinical course has a pre-established set of objectives which each student works toward achieving. Faculty believe instructional approaches are effective, based upon the students' abilities to meet the high professional standards established for them. A graduate passing rate of 100 percent on state boards for the past seven years, excellent graduate and employer ratings, and a passing rate for national exams far exceeding the national average support this opinion.

All course content and syllabi are reviewed annually. Content is updated according to professional standards. An advisory committee is utilized for the purpose of ensuring educational relevance. In addition, faculty are involved in respiratory care professional associations, as well as participation in clinical work.

Courses are evaluated annually by students via instructor/content evaluation forms. Faculty and the program coordinator evaluate courses and program effectiveness annually via surveys of employers and graduates, and by review of graduate results on state credential exams and standardized national exams.

General condition of the program's physical facilities ranges from adequate to good. Office space is sufficient. Lab space is outstanding, large in area and well stocked. Periodic redesign of usable space is done regularly.

Recommendations: At present, the only major policy change that could ensure improved faculty effectiveness would be to increase selectivity of admissions criteria.

The program must account for rapid changes in the field of respiratory care practice and provide students with tools they will need for successful entry and retention in the field. Since respiratory care is in transition, department faculty must observe closely (and utilize the advisory committee) so that relevant material is taught that represents true trends and not simply fads.

Another top priority is to maintain faculty stability. A network is in place of reliable and highly competent individuals whom department faculty can depend upon for quality instruction.

Finally, program priority will be to maintain high standards and to ensure that graduates continue to be thoroughly capable of performing entry-level and advanced respiratory care.

Physical Education: The goal of the Physical Education department is to meet the present and future physical activity, wellness, and health education needs of the students at Highline College. In addition, the department provides opportunities for all students, regardless of educational aim or program of study, to satisfy their physical or health education needs.

The students in the health, physical education, and first aid classes have shown a marked degree of maturation over the last five years. They all seem to have a goal in mind and are willing to work toward accomplishment of those goals.

The Physical Education Department has three full-time faculty, one female and two males with master's degrees in their teaching fields. The part-time faculty have expertise in their teaching fields with associate of arts degrees to master's degrees. Presently, there are four part-time female teachers, and five part-time male teachers in the department.

The most commonly used teaching methods in the activity classes are a combination of mini-lecture/discussion, some demonstration, and lots of hands-on experience. The first aid or non-activity classes employ lecture/discussion, the use of films and other audio-visual equipment.

The gymnasium and pool at Highline are outstanding teaching facilities. The weight room has poor ventilation and very limited instructional space. The running track has an outdated cinder surface making utilization on a year-round basis impossible. The tennis courts were refurbished and improved during summer 1992, which is a valuable asset to the program. The women's locker room is too small. The Pavilion floor was refinished the summer of 1992.

Recommendations: One priority of the department is to add an exercise physiologist to do testing and lab work with activity classes and to maintain a strong instructional program.

Education Department: The department's basic beliefs about its role as a part of Highline's educational program follows the College mission statement. The department strives to provide programs for students who are interested in careers in the field of education. Department goals and objectives from the "five-year plan" for the department and in program evaluations are currently being implemented. An Education Department Resource Center has been established for education students. New courses for family home child care providers have been created with grant support from the Family to Family Initiative. A new project that offers tutoring for at-risk occupational students was planned and was piloted spring quarter, 1992. It is hoped that this project will continue to provide needed support for the next academic year and in the future. Additional objectives dealing with increased articulation and upgraded materials and equipment have also been met.

The Education department offers students a variety of certificate and degree options. The department has experienced modest growth during the past few years, thus allowing students to better meet their goals. Currently, both occupational and transfer degrees are available. This variety of options helps to accommodate an increasingly diverse student population. Course scheduling is also planned with student needs in mind. Both day and evening classes are offered as well as evening faculty office hours.

The Education department has no formal admissions procedure for the various programs; therefore, it is difficult to supply exact data on students for the past five years. It is the informal opinion of department instructors that greater numbers of students today are at risk for school failure. They are more likely to lack basic reading, writing, and computational skills as well as study skills.

Students are provided with a wide range of activities and assignments including observations and evaluation of their observations in most classes. The assignments involve application, problem solving, reasoning, communication, critical thinking, and synthesis. Other classes have assignments in lesson planning, micro-teaching experiences, and a curriculum planning project which encourages both oral and written communication as well as higher level thinking skills. These few examples demonstrate the department's commitment to course work that encourages thinking skills and communication in education students.

There are two full-time faculty in the department. The department seeks to support the College's goal of a diversified teaching faculty. Faculty have a wide range of expertise in the field of education, child care, and adult education. They also have expertise in anti-bias education and developmentally appropriate practices.

Seven part-time faculty teach in the department to support and enhance curriculum offerings. Most teach a specialty area and have taught for two or more years, contributing to the department's continuity and strength. They are an integral part of the department and are included in planning and evaluation. Several part-time faculty teach music for young children, methods teaching for the handicapped, as well as child abuse and neglect, and behavioral disorder courses.

General and related education requirements are met by inclusion of the following courses in the Education: Early Childhood Associate of Applied Science degree: Speech 100, Basic Oral Communication; Writing 101, Principles of Writing; Math 105, College Algebra, or Math 107, Mathematics - A Practical Art, or Computer Science 100, Survey of Computing; Education 155, Parent Teacher Interaction; Education 119, Guiding Children's Behavior; current First Aid/CPR.

General and related education requirements are met by inclusion of the following courses in Education: Special Ed/Educational Paraprofessional Associate of Applied Science degree: Speech 100, Basic Oral Communication; Education 119, Guilding Children's Behavior; Writing 101, Principles of Writing; Math 105, College Algebra, or Math 107, Mathematics - A Practical Art, or Computer Science 100, Survey of Computing; Education 155, Parent Teacher Interaction; current First Aid/CPR.

General and related education requirements are met by inclusion of the following courses in the Child Care Providers certificate: Education 119, Guiding Children's Behavior; Writing 101, Principles of Writing; Education 255, Science and Math for Young Children; Education 111, The Young Child; Current First Aid/CPR.

Course scheduling is planned with student needs in mind. Both day and evening classes are available as well as evening faculty office hours. Courses are scheduled on a annual rotating schedule with core courses offered more frequently. Enrollment lids and state budget cuts have placed some restraints on class scheduling. A wide variety of teaching methods are used and include, but are not limited to, lectures, information and concepts, present analysis, stimulate thinking and demonstrate relationships. Discussion stimulates problem-solving, concept exploration and attitude change. Additional methods include case studies, small group techniques and demonstrations, practicum and team teaching. Each helps simulate education situations, encourages problem-solving, and student participation. These eclectic teaching methods help to accommodate the diverse needs and learning styles of the Education students. These teaching methods simultaneously help to keep faculty motivated and open to experimentation and new ideas.

Classroom space is adequate. There is a small adjoining resource room that serves as a storage facility for demonstration/lab materials, tutoring and study space, and a work/project area for students. This resource room is being rapidly outgrown and additional space will be needed in the future.

The department works closely with the Child Care Development Center on campus and a wide variety of educational settings in the community. Future needs include the creation of a campus early childhood laboratory facility with observation rooms. This would greatly enhance the quality of the program and would increase scheduling flexibility.

Most program policies work well; however, improved student tracking would increase the data available for planning and program involvement. Increased articulation efforts with local high schools, technical colleges and four-year colleges and universities would help the department better meet student needs.

Recommendations: During the next five years the department will specifically work toward outcome-based education; improve its access to technology for education students (computers and audio-visual aids); improve practicum opportunities with a lab school on campus; and explore paraprofessional/transfer degree options for students (as indicated in SHB 1759 from the 1989 Washington State legislative session).

Parent Education: The goals of Highline's educational program include providing a broad, comprehensive general education; offering occupational programming; and responding to community needs and interests. The Parent Education department courses respond to these needs and interests and reflect growing social concerns. It has been suggested that 'parenting' classes be a required component of any comprehensive general education plan.

Parent Education classes have maintained a steady enrollment over the past five years and most are filled to capacity. Noticeable are increasingly diverse student populations, varied ethnic groups, backgrounds, educational levels, and more single parents. Financial resources differ, but all believe in the importance of involvement with their children in an educational environment. There are more primary caretakers in the workforce that schedule their work around classes and laboratory participation.

There appears to be an increasing number of older 'first-time' parents and a higher level of stress as families cope with increasing problems.

Problem solving, reasoning, communication, critical thinking, and synthesis are addressed through regularly scheduled participation in the Parent/Child laboratory. Specific responsibilities include interaction with children, teachers, instructors, other adults, seminar/discussion activities, problem solving, and assigned readings.

Currently there are two full-time faculty members. Both have graduate degrees, one in adult education administration and one in child development.

There are 14 part-time faculty members with a wide variety of backgrounds, education, and experience. Four have graduate degrees and two are currently enrolled in graduate programs.

Faculty members regularly attend occupational in-service workshops, draw from changing needs and interests of students, and incorporate the ever-changing larger issues facing families and society (i.e., child abuse, special needs integration, acceptance of other cultures, violence, etc.).

The staff has such a wide range of experiences and so many areas of expertise that exchanges of information and resources at regularly scheduled staff meetings are major factors.

The number of instructors ensures a variety of methods, plus direct involvement in the lecture/discussion classes and in the laboratory environment. Theory is directly applicable. Adult learning styles vary and this information is helpful in teaching material. There are several types of resources available to staff and students (developed through a series of instructional improvement grants by instructors) that demonstrate departmental innovations. Student evaluations are conducted quarterly and these are on file. With careful monitoring, teaching methods are effective and will continue to be.

There are Parent/Child laboratories on the main campus and at the Federal Way Center. These facilities are excellent, well maintained, and well equipped. There are other sites in community churches, schools, and retirement homes. All are adequate.

Recommendations: Suggested changes to improve the program might be additional clerical support, audio-visual department check-out system (for off-campus use), opportunities for increased faculty development, handbook for instructors, and availability of current research in our discipline.

Other program needs include hiring another full-time faculty member, increasing the variety of course offerings to reflect the diversity of the community, and adding parent resource/education/discussion opportunity/ workshop coordination with area childcare centers.

PURE & APPLIED SCIENCE DIVISION

Overview

A new course, Mathematics As A Practical Art, was introduced as a Quantitative Skill Requirement for the Associate of Arts degree. The course has an intermediate algebra prerequisite and explores patterns of mathematics that everyone encounters each day. The department has intensified the sophomore course sequence content to enhance transferability to four-year institutions. During this period, the department designed specific courses, "Finite Mathematics" and "Trigonometry for Engineers," to support various occupational programs. The algebra sequence now has three distinct courses to ensure better placement and to help the advancement of entering students with their diverse abilities.

The Mathematics department plans to integrate graphic calculators and computers into transfer-level courses, especially the calculus sequence. These devices provide an excellent opportunity for students to experiment and explore topics in more detail. Multi-media materials in all classrooms and a computer laboratory dedicated entirely to mathematics/ math applications are among future plans, as well as a completely computerized Math Lab.

During the past five years, the chemistry department made significant changes in its laboratory procedures. The "wet" methods of experimentation are gone; quantitative analysis is replacing qualitative analysis as the method of experiments in all laboratory sections. With the advancements in technology, the physics department has updated most experiments in the majors/minor physics sequence. The department developed an electronics course to assist students majoring in the Computer Information Systems department.

In response to industry requirements, the Engineering department changed its approach to engineering. No longer are drafting tables, T-squares, and blueprints the norm. Curriculum reflects the latest in Computer Technology (i.e., CAD, CAM and CNC). Manufacturing emphasis remains but reflects changes in industry. Facilities in the Instructional Computing Center (Building 30) are dedicated to engineering with a current version of CAD. With the aid of the advisory committee, the manufacturing program now utilizes the computer as an important tool in its curriculum. A course in Computer Architecture, not a common offering in the community college area, has been taught summers 1990 and 1991 with assistance from the physics department.

A major transition occurred five years ago when the Data Processing department expanded into the Computer

Information System (CIS) department. Two new occupational programs, Data Communications Specialist and Microcomputer Information Systems Specialist, were introduced to reflect the emerging influence of microcomputers and data communications in business. The Microcomputer Specialist program prepares students to work as user support personnel, and assists individuals in utilizing personal computers as tools. A Data Communications Specialist goes a step beyond microcomputer support to provide the link between computer systems and the persons using them. Program support demanded the addition of a microcomputer hardware lab (winter, 1987), Data Communications lab (fall, 1988), and a specialized UNIX lab (fall, 1989). Due to increased demand, a complete program is offered in the evenings for professionals seeking to update skills and/or complete a program in the department.

Due to a change in emphasis in teaching language for introductory computer science classes, the department replaced Pascal with Modula II ADA, C and Intermediate C have been added as professional support classes for people in the computer science industry. Structure programming design is now emphasized in all classes teaching BASIC on multiple platforms, MS-DOS, Apple Macintosh and Hewlett Packard 3000.

The Computer Information Systems department will go through the DACUM (Develop a Curriculum) review process. This review should help the Computer Information Systems department update its curriculum and procedures. The Telecommunications program will be eliminated and important aspects of this curriculum will be included in existing Computer Information Systems courses. In the fall of 1993, the Computer Information Systems and Computer Science departments will extend and revise their current five-year plan to include the use of multi-media in all classes and the incorporation of object oriented concerns in programming languages.

The Computer Science department will continue to strengthen the articulation with four-year institutions by supporting transfer programs with current programming needs. For example it is anticipated ADA will be the language of choice for engineering transfer students instead of Fortran.

Due to student demand for biology courses required for nursing and other medical programs, the biology department increased its day and evening offerings of sections in its majors sequence. In the introductory course, more emphasis is placed on identification and understanding of DNA and its role in living things. Because of the carcinogenic characteristics of preservatives, the department no longer disects cadavers that are preserved. Models, charts and fresh specimens, when available, are used in lecture and laboratories. There has been an increased interest in general science classes by non-science majors. As a result, the department has developed global ecology and astronomy as two non-laboratory liberal arts courses. The global issues course also serves the specific need of the international studies option. A course on dinosaurs was developed in response to increased student curiosity.

The Life Sciences department expects continued expansion and interest in their courses. This translates into more offerings. There will be more diversification in our curriculum due to changes in molecular biology, environmental issues and changing requirements of professional fields such as Veterinary Medicine, Pharmacy, Fisheries, and Wild Life Conservation. Perhaps more specific skill levels will be necessary to meet the employment needs of the students.

One of the top priorities for the Physical Sciences department is new laboratory facilities. The current lab will no longer provide adequate space for new technologies and stricter safety regulations. The Instruction Cabinet is committed to this end and is investigating conversion of Phase Two of Building 30 (Instructional Computing Center) as a possible remedy.

Department/Program Analysis

Mathematics: The goal of the Mathematics department is to help students understand and appreciate mathematics and to assist them in developing skills required to apply mathematics to other disciplines and the real world.

The department offers a variety of courses including basic arithmetic, algebraic skills, differential equations and intermediate analysis. A full range of courses is offered in the evenings and most courses are offered in the summer.

The number of students enrolling in math classes has remained constant. However, the level of academic preparedness of students and their level of motivation have declined.

The full-time faculty include a Ph.D. in Math Education and a Ph.D. in Math/Computer Science; all other full-time faculty possess the minimum of a master's degrees in Mathematics. The faculty is predominately male (2 female, 10 male) and Caucasian (2 ethnic minorities). Full-time faculty teach the full range of courses. All part-time faculty have master's degrees. This group is also predominately white males.

The most commonly used teaching method is lecture/discussion. Generally, faculty use the blackboard as a teaching aid; however, films, videos, charts and COMAP modules are available.

The math lab is available to students for whom lecture/discussion method is not appropriate. This lab allows students to work at their own pace and a faculty member is available to students for consultation. Students choosing this alternative teaching method are required to demonstrate competency in an area before progressing to the next level.

Recommendations: Unfortunately, current class size is not conducive to small group activities which would be an appropriate method for teaching developmental level courses.

Current facilities are adequate but are not conducive to making use of today's technology. Refurbishing of the math lab would contribute significantly to the learning environment.

Physical Science: The Physical Science department provides courses essential to academic transfer students in science, engineering and health sciences. These physics and chemistry courses provide an understanding of key scientific principles and problem-solving skill development that are at the core of many programs of study. The department also provides courses for general interest and liberal arts distribution that help promote the basic understanding of science that is increasingly needed in a technological society.

The number of students in the department's courses has increased steadily over the past five years. The range in quality of students continues to include some of high caliber; however, there has been a marked decrease in general student quality. Increasing numbers enter the department's courses with inadequate study skills, weak academic preparation, and without the motivation to work hard at their studies. Many students have very low reading skill levels and/or are reluctant to read text books. Mathematical knowledge and problem-solving skills tend to be inadequate as well. Due to the nature of course content in physical science, virtually all of our work is intended to promote problem-solving, reasoning, etc.

Homework and text questions routinely emphasize the use of analytical thinking, solutions of multiple steps, and synthesis of several principles. In lecture–discussion and laboratory work, communication and team approaches to problem solving are encouraged.

The department includes five full-time faculty members. They reflect strong and varied academic backgrounds, including two Ph.Ds. No two members share the same subject specialization. Faculty maintain current course content through involvement in a variety of activities. Recent activities include three professional leave quarters to write course-specific textbook (published nationally) and to take additional coursework. Ethnic, gender, and age diversity are not particularly broad in the department.

Instructional methodology in the department mainly centers on standard practices in the field. Class sessions include formats of lecture (or lecture–discussion), recitation (small-group quiz or question & answer), laboratory, and study section. Depending on the course, lecture presentations may be supplemented by use of overhead projectors, over computer screen display, video tapes, films, models, and demonstrations. Laboratory experiments are chosen to enhance the understanding of reading and lecture topics.

Recommendations: Current facilities used by the department are adequate. The laboratory building has received a good share of capital improvement money in the past two years including upgrades for chemical storage, a partition for lab discussion area, and planned ventilation remodeling. There continues to be a general need for a facility with more space and much greater storage efficiency. Another concern associated with facilities is the need for instructional technician support.

Engineering: The Engineering department prepares students for transfer to four-year institutions and for direct entry into the job market as engineering technicians.

Transfer and graduating students seem to be succeeding at four year colleges as well as finding employment. The number of students has remained fairly constant but the quality and readiness have declined significantly. Students are expected to demonstrate problem solving, reasoning, communicating, critical thinking and synthesis in their activities and assignments.

All five full-time faculty are experienced in industry with degrees ranging from the bachelor's to doctorate. The number of part-time staff varies with each quarter and most of their teaching is assigned to night classes.

General and related education requirements are met by inclusion of the following courses in the Manufacturing Engineering Technology Associate of Applied Science degree: Speech 100, Oral Communications; Writing 101, Principles of Writing; Writing 143, Introduction to Technical Writing; Math 102, Trigonometry; Engineering 185, Human Relations in Technical Occupations; Engineering 115, Metal Working Methods, Engineering 241, Principles of Manufacturing Engineering.

General and related education requirements are met by inclusion of the following courses in the Computer Aided Drafting Certificate: Speech 100, Basic Oral Communications; Writing 101, Principles of Writing; Engineering 100, Fundamentals; Engineering 185, Human Relations in Technical Occupations.

Instruction in the Engineering program requires primarily skill building techniques. Teaching takes place in specialized labs and standard classrooms primarily by means of lecture demonstrations. Class sizes are often times too large for the limited equipment available. Heavy homework loads are the rule.

Recommendations: Assignment of an FTE load to the department rather than individuals would provide much needed flexibility for offering new courses and other innovations.

The facilities are adequate; however, there is a need for production shop and additional Computer Numerical Control (CNC) mills, as well as additional course work in the

Computer Aided Drafting (CAD) program, which will require additional staff in order to meet The Boeing Company requirements.

Computer Information Systems: The Computer Information Systems department has two goals which reflect Highline Community College's philosophy. These goals are to train students to be successful in entry-level positions in technology and to educate students to think for themselves. To accomplish these goals the CIS department has the following objectives: To provide students training in the technical skills needed in entry-level positions in Microcomputer Information Systems support, Data Communication System support, and Data Processing; to provide interdisciplinary program support in areas of computer technology and transfer of information; to provide members of the business community the opportunity to continue to upgrade their technical skills in data communications and computer technology; to provide all students the opportunity to learn to follow and accept direction, to problem solve, to be self-motivated, and to have self-discipline.

The department is committed to providing an excellent educational environment for its students. Faculty collaborate frequently with businesses to develop relevant curriculum. To offer classes in computer technology that are representative of industry standards, the Computer Information Systems Department provides a strong technical base in the areas of computer technology and network communications for program support, professional development, and training of technical support specialists. Classes are in place introducing basic skills to build a foundation for subsequent coursework which presents more in-depth technological analysis.

Student registration in the CIS Department within the past five years has been consistent with an increase in the night classes. More students are showing an interest in the Microcomputer Information System Specialist and Data Communications Specialist programs as emphasis on microcomputer use and networking increases in business.

The majority of students are older, often single parents, juggling home responsibilities, a job, and their class load. They are excellent students, with a mature attitude, able to relate their real-world experiences to what they are learning in the classroom. Appreciating the necessity to work hard to achieve their goal, students train for a career, not just a job. Assignments and activities given to students require them to apply the concepts and skills learned in class lectures and in the laboratory. To be successful, students must employ problem-solving, reasoning, researching and communication skills. Team assignments are emphasized. Written proposals, research papers, and formal presentations are also required.

The Computer Information Systems department is supported by two full-time faculty members, one male and one female. Both have Masters of Science in Computer Science Education degrees with a Bachelor of Arts in Environmental Design, a Bachelor of Science in Mathematics and a Associate of Applied Science in Data Processing, respectively. Both have had previous professional experience.

The department is supported on a part-time basis by information technology professionals with current experience in business and industry and members of other instructional disciplines at Highline. Degrees include Ph.D.s, Master's of Science/Art, Bachelor of Science/Art in Computer Science, Management Information Systems, Mathematics, Engineering, Chemistry, Business and Education. There is appropriate ethnic diversity among the part-time staff including African-American, East Indian, Japanese, Vietnamese, and Caucasian. Less than 20 percent of the total of part-time and adjunct faculty are women.

General and related education requirements are met by inclusion of the following courses in the Microcomputer Information Systems Specialist Associate of Applied Science degree: Speech 100, Basic Oral Communication; Writing 101, Principles of Writing; Math 106, Finite Mathematics; Business 121, Practical Accounting; Business 160, Human Relations in Occupations; Physical Education 160, Standard First Aid/CPR.

General and related education requirements are met by inclusion of the following courses in the Data Communications Specialist Associate of Applied Science degree: Speech 100, Basic Oral Communication; Writing 101, Principles of Writing; Math 115, Pre-Calculus I; Business 160, Human Relations in Occupations; Physical Education 160, Standard First Aid/CPR.

General and related education requirements are met by inclusion of the following courses in the Data Processing Associate of Applied Science degree: Speech 100, Basic Oral Communication; Writing 101, Principles of Writing; Math 106, Finite Mathematics; Business 121, Practical Accounting; Business 160, Human Relations in Occupations; Physical Education 160, Standard First Aid/CPR.

Teaching methods include lecture, demonstration, use of multi-media, student participation and presentation, team projects, field trips, industry professional presentations and extensive hands-on laboratory activities.

Classes are designed to encourage students to think for themselves. As students gain insight into technology and increase their skill levels, emphasis is placed on self-directed, team activities. Class size has been maintained at 24 students to allow individual access to equipment in the laboratory setting.

The department has an active industry advisory committee and maintains close ties with associated professional organizations which are involved in designing model curriculum and setting standards for education in information technology.

The department has five laboratories which include an HP 3000 terminal room and operational data center, Microcomputer systems, Data Communications and UNIX Laboratories. Additional laboratory support is available in the general purpose microcomputer laboratories provided for all programs at Highline.

The dedicated labs are housed in two separate buildings at opposite ends of the campus. It is difficult to provide adequate staff support for students and faculty both day and night. Access to the UNIX systems needs to be reviewed and increased, and the Data Communications lab should be rearranged with additional mode set-ups made available for student use.

Recommendations: Release time for the department coordinator's position would result in more effective instruction and allow for more efficient and effective implementation of departmental responsibilities.

Over the next five years, issues to be addressed include faculty and staff professional development, special populations of students and students at risk, marketing of programs to the community, and transfer programs to a four-year school, especially in a technology degree option.

Computer Science: The role of the Computer Science program is to offer classes to meet transfer requirements as well as to advise transfer students. Additionally, the department provides classes such as Survey of Computers and Computer Applications, coordinates with the Computer Information Systems department, and provides computer expertise to the faculty and staff.

Students seem to be less prepared for college with the majority of them in survey classes and fewer enrolled in programming.

The full-time faculty are devoted to teaching as a career and offer excellent credentials. They are caring and student-oriented. The part-time faculty offers some ethnic and gender diversity with part-timers outnumbering full-time four to one.

Since many faculty are part-time, there is a need for funding and time for full-time faculty to mentor the part-time staff. The full-time faculty desperately need time to keep abreast of the rapidly changing technology. This is difficult when teaching full-time and monitoring so many part-timers.

Teaching requires addressing many learning styles and ethnic diversities. Various techniques are provided as a mix of methodology including computers used in class with overhead projectors, hands-on instructional lab as well as drop-in lab, self-paced tutorials, group work, assignments, projects, tests and quizzes.

Recommendations: Integrate ethnicity into the computer science curriculum; shift programming emphasis from 3GL to 4GL (Fourth Generation Languages) and object orientation, emphasizing concurrent processing and networking; add one more full-time faculty and an instructional computing coordinator; need more articulation with four-year schools; and keep labs current with hardware and software.

Life Sciences: The Life Sciences department's goal is to provide lower division courses equivalent to those offered at the baccalaureate institution. The courses offered are designed to meet the needs of majors and non-majors. The Biology sequence 151, 152, 153, is offered for those students who plan to transfer and major in a related area.

There has been an increase in the number of "majors" during the past five years. In 1988, there were 19 students who completed the entire sequence. This year (1991-1992) 35 students are currently enrolled.

There has been some drop in the quality of the students in biology classes. The reading levels are lower, and their motivation seems to be reduced in comparison with students from ten years ago. The caliber of students majoring in biology has remained at a higher level with less reduction in performance level.

The current full-time faculty includes two males and two females. Their academic backgrounds are diverse and include Ecology and Animal Biology, Animal Physiology, Microbiology, and General Science with an emphasis on Botany. This diversity has made it possible to offer courses which have met the needs of the students. All part-time faculty have been very well prepared for the area in which they have been hired to teach. Their specialties compliment those of the full-time staff.

The most commonly used teaching methods include lecture, laboratory, discovery approach, and audio-tutorial laboratory activities coupled with lecture.

Recommendations: The most recent remodeling in the biology laboratories has been to divide an open concept laboratory into four separate teaching stations, plus a common instructional area. The facility is not adequate to handle modern physiological experiments. It lacks adequate computer stations to make it possible to modernize the laboratory curriculum in most biology classes.

Diving Technology: The Diving Technology program fills a void for the diving industry that requires trained divers with an engineering and construction technology background. It provides management potential for a diving industry which prefers college educated employees.

The program's goals and objectives on an occupational continuum are to produce a safe, competent, well prepared diving graduate for entry-level into the diving industry, and to achieve widespread acceptance of Highline graduates for employment in the diving industry. All graduates who are ready to go to work have been placed. Faculty have received high praise for the quality of the graduates in the industry.

In five years time there have been 49 graduates of the Diving Technician program, with a 30 percent attrition rate. The number of students over the past five years has slowly declined, and then last year the number increased dramatically. The decline was due to two major factors: (1) the lack of advertising for the program, and (2) the general cyclic decline of work in the offshore diving industry. The increase last year was a direct result of promotional efforts on the part of the Diving Technician staff and a small one-time advertisement in Skin Diver magazine.

During the past five years a steady degradation in the caliber of student in the program has been noticeable. Students appear to be less prepared and lack basic educational skills in reading, writing, and math. Students are much less motivated to study, even in their own interest area. They produce minimal qualifying results in academic requirements, and they appear to have developed an attitude which expects the provision of maximum service and benefits by the educational system with little personal commitment for performance.

The full-time faculty member is the Program Director. He graduated from naval schools in diving and salvage. He has spent over 30 years in the diving field as a trainer and supervisor. He is Burmese American. Subject specialities are salvage, underwater welding and burning and mixed gas diving.

The part-time staff person, a Scottish American, is a graduate of military and civilian diving schools. He has spent 20 years in the diving field as a diver, instructor and supervisor. His subject specialities are bell diving, diving physics and physiology, and self-contained diving.

To increase faculty effectiveness, instruction should be continuous throughout field operations. Currently our program funding allows for all classified staff members, but the duties and the pay scale specify supervision and do not allow for continuous formal instruction. Adding part-time instruction to the job classification, and adjusting the pay scale to reflect part-time instruction, would maximize effectiveness and better utilize the experience and qualification of the current program staff.

The general and related education requirements are adequate for the last remaining year of the program.

Methods of teaching are lecture, demonstration, guided discussion, review, examination and critique. Innovations in teaching are reflected in methods of increased safety, specifically developed manuals and methods such as the mixed gas training manual written and developed within the program.

Revision of instructor and class teaching outlines are an ongoing project. Sources for revision are new industry data, new technical data, new equipment, input from advisory committee and input from students. All of these contribute to ensuring continual upgrading of course content.

Recommendations: The Redondo physical diving facility is unique and perfectly suited to commercial diver training. It was developed at considerable cost to meet the specific needs of the Diving Technician program and is indeed an enviable facility. The program plans, staff needs, and resources are adequate for the last remaining year of the program. The program is scheduled for cancellation spring of 1993.

SOCIAL SCIENCES DIVISION

Overview

During the past five years curriculum offerings in the Social Sciences Division have become more internationalized in content, particularly in modern United States and European history and sociology. A new course was introduced which addresses the rapidly changing global situation. There has been participation in two coordinated studies classes and one linked class to offer a multi-dimensional approach for students who are interested in participating in learning communities.

A six-part video tape program has been developed for use in the Pacific Northwest History and Westward Movement classes.

Capitalizing on the transition of mature faculty to reduced loads has allowed senior faculty to act as mentors to new part-time faculty while expanding offerings. Two of the most outstanding examples are the hiring of a world status Egyptologist and a former director of King County Juvenile Probation Services.

Several departments are becoming more computer literate. The Economics department uses computer simulations and the Legal Assistant department employs WESTLAW. A close cooperation exists with the library as a resource center especially with the Legal Assistant program.

The division has benefited greatly from Title III - Strengthening Institutions Grant. Content within classes and approaches to content have changed as a result of funded activities.

In the future, articulation with high schools and with four-year institutions will be continued and expanded. At present the History/Geography department is involved in a project with local high schools to enhance and coordinate curriculum. The goal is increased interaction between faculty, administration, parents and counselors which will result in improved college performance by students.

The Sociology department is planning to respond to increased racial and ethnic diversity of Highline's student population by presenting more cross-cultural content. In addition, faculty are seeking ways to help faculty utilize their strengths, stay current in their fields, avoid burnout and nurture positive relationships within the faculty building, with the rest of campus, and in the community.

Department/Program Analysis

Administration of Justice: The Administration of Justice program prepares students for employment in law enforcement and security.

Students are employed in most of the law enforcement agencies in the Puget Sound area as well as in Eastern Washington, out of state and in federal agencies.

The one full-time faculty member offers specialization in practical police work, and the part-time instructor has a background in juvenile, incarceration, evaluation, and control.

General and related education requirements are met by inclusion of the following courses in the degree: Speech 100, Basic Oral Communications; Writing 101, Principles of Writing; Psychology 100, Introduction to Psychology or Psychology 120, Psychology of Human Relations; Math 105, College Algebra, or Math 106, Finite Mathematics, or Math 107, Mathematics, A Practical Art, or Business 121, Practical Accounting or Business 135, Business Mathematics; Physical Education 160, Standard First Aid/CPR.

Methods of instruction include mock orals, crime scene investigation, and interviewing of witnesses of mock crimes. Courses are updated as decisions are made and reported by the courts, including the U.S. Supreme Court, and reported by the *Criminal Law Reporter* and the *Washington State Law Enforcement Digest.* Students evaluate practical programs such as writing police reports, giving oral reports on law enforcement topics, problem-solving or probable cause, whether grounds exist to make an arrest, and techniques of investigation.

Recommendations: The Administration of Justice physical plant is excellent. If funds allowed, new equipment would include two TV monitors and a VCR. Future plans would include the hiring of an additional part-time person, as well as funds to attend academic classes and conferences. Another priority would be expansion of the program to include additional elective courses.

Anthropology/Sociology/Behavioral Science: The Anthropology department's overall goal is to offer courses that introduce students to the field and support their other coursework. The courses in this program are designed to meet distribution requirements for the Associate of Arts degree and are transferable.

The Anthropology department provides instruction to a large number of students, many of whom do not plan to major in this field. Over the past five years, it appears a larger proportion of students enrolling in classes have not been adequately prepared for introductory college-level work.

The program faculty is very stable. All full-time faculty members are tenured and have been a part of the program for more than 20 years. In addition, the program includes a diversity of part-time faculty. Faculty continually upgrade course content by staying current through professional development activities.

A variety of instructional methods are used in the classroom. Lecture, discussion and active learning exercises are a few of the most commonly used methods.

Recommendations: Classroom size has been appropriate to numbers of students enrolled in a class section.

Additional funds should be allocated to increase resource materials available to support college-level research and to purchase additional audio/visual equipment.

Economics: The Economics program is primarily directed at the college transfer student. The program offers lower division courses. Those offered most frequently include Principles of Microeconomics, Principles of Macroeconomics and Essentials of Economics.

More than 1,000 students enroll in economic courses annually. The vast majority of these students are enrolled as college transfer and are fulfilling a specific prerequisite for their intended major or satisfying the Social Science distribution requirement. Over the past five years, there seems to be some deterioration in the students' reading and computation abilities.

Both full-time faculty members hold master's degrees in Economics. Both have work beyond the master's degree and have more than 20 years of college-level teaching experience. The gender and ethnicity of the full-time members reflect the pool of available applicants at their time of hire. At present, both part-time instructors hold master's degrees in Economics. Over the past five years the department has employed both female and minority instructors.

Faculty continue to stay current through a variety of professional development activities. They have been active in curriculum development, review of computer software, and literature reviews. Full-time faculty members attend conferences dealing with economics and teaching methods. Course syllabi are current and constantly updated.

Like most courses in economics, the primary teaching method use is lecture-discussion. There has been increased use of the computer to update and improve the quality of distributed materials. An extensive review of the computer

BEST COPY AVAILABLE

software available for hands-on use by the students is occurring currently.

Recommendations: The frequency of offerings and class size seems to be appropriate given the demand for classes. The physical facilities are adequate. Ideally, more ready access to computers could provide a more meaningful educational experience.

Over the next five years, no basic changes in the scope of the program are projected. It is hoped that an increase in use of computer technology will be incorporated into the everyday classroom activity. This will necessitate increased resources for hardware and software.

History/Geography/Social Science: The goal of the History/Geography department is to provide a broad range of courses in history, geography and general social science to ensure that students have a wide variety of subject matter from which to choose in pursuing either their transfer or occupational degrees. The program seeks to provide students with a sound working knowledge of the subject matter.

Over the past five years the number of students enrolling in a social science class has increased; however, the level of academic preparedness of students has declined. The majority of students enroll in classes for the purpose of fulfilling a degree requirement.

All full-time faculty have at least a master's degree plus either a doctorate or 50 plus hours of advanced education beyond the master's. All part-time faculty have either a master's or the equivalent in their field of expertise. The full-time faculty is made up of 3 males and 1 female; part-time employees are equally divided between male and female.

Course syllabi and course content are kept current. Faculty regularly attend relevant conferences, workshops, and seminars. Faculty evaluations are made on a regular basis.

The most commonly used method of instruction is lecture/discussion. Some classes have introduced team-teaching and inter-disciplinary instruction. More teaching is incorporating video material.

Recommendations: Classroom size in some instances is not sufficient and often makes the use of audio-visual equipment difficult.

Due to the declining level of preparedness of students, there is a need to provide basic skills development courses to enhance student success. The development of courses which link or incorporate skill building may address some of this need.

Funds should be allocated to update the video and computer delivery system in the classroom.

Legal Assistant: The purpose of the Legal Assistant program is to train students for paraprofessional employment in a variety of legal fields. Course material is sophisticated and complicated.

Specialized courses contained in the program reflect the needs of the legal community. Course offerings could be expanded, but more FTE students and faculty would be required.

The program's basic objectives have been realized; however, cooperative education, student advising, and curriculum development need funding and improvement.

The Legal Assistant program has experienced steady annual student enrollment increases. Recently, students seem to be more goal oriented than in the past.

Student assignments involve research, analysis, pleadings and drafting of legal documents. All students write legal memoranda. Most courses involve problem solving, including dissolution, probate, real property, and contracts. Students study all aspects of the legal system including constitutional law.

The program is coordinated and instructed with two full-time and fourteen part-time faculty. Both full-time faculty and most part-time faculty hold the Juris Doctor (JD) degree and have several years experience in the practice of law. Other part-time faculty have education and specialized experiences that are appropriate for the courses they teach.

General and related education requirements are met by inclusion of the following courses in the degree: Speech 100, Basic Oral Communication; Writing 101, Principles of Writing; Writing 207, Legal Writing or Writing 145, Business Communications; Business121, Practical Accounting or Business 201, Financial Accounting; and, Psychology 120, Psychology of Human Relations.

Lecture, cooperative education, professional guest speakers, field trips, team projects, and review of contemporary cases are instruction methods that are commonly used in the Legal Assistant program.

Recommendations: The entire curriculum for the Legal Assistant program was revised during summer 1992. Syllabi for all courses are current and complete. High scholastic demands are placed on the students. Although most courses are offered frequently, several courses should be offered more often. Instructors incorporate current trends in law practice into the course material. The Legal Assistant program is considered to be very effective.

A second full-time instructor was added to the program beginning with the 1992-93 school year, which increased time availability for class preparation and program administration. Additional part-time faculty funding would be beneficial for faculty meetings and non-classroom work.

Two to four more instructors could be needed within the next five years if student enrollment projections are realized. In addition, the program coordinator should be a full-time position without a class load.

__Psychology__: The Psychology department's role in Highline's educational program is threefold: (1) to provide distribution credits for general transfer students; (2) to support the program requirements of occupational students who must complete a specific psychology course; and (3) to provide psychology majors with first- and second-year courses which are accepted for transfer by four-year institutions.

In the past five years approximately 11,780 students were enrolled in psychology classes. There has been an increase in the number of ESL students. Students appear to continue to be quite diverse in educational skills, life experience, age, and clarity of goals. A variety of activities that require students to demonstrate reasoning, critical thinking, problem-solving skills, and synthesis are employed. Among them are 1) classroom group activities, 2) specific course projects, such as research and research design, and 3) testing.

The Psychology department consists of full- and part-time faculty. Although the faculty do reflect gender diversity, they are weak in ethnic diversity. Full-time faculty possess a variety of academic and applied experience and master's degrees.

Bi-annual departmental evaluation of course descriptions and objectives ensures that the course content meets goals. Each instructor identifies the objectives in their syllabi to ensure consistency with the course objectives. Faculty are encouraged to participate in workshops on teaching methods. The department has developed a teacher effectiveness questionnaire and a formal evaluation process for each instructor.

The most commonly used teaching methods in the Psychology department include group activities, course projects, lecture/discussion and the use of audio/visual aides.

Recommendations: Students report that the ventilation, temperature, and sound control in the classrooms assigned to the department make learning difficult. The Psychology department is viewed as stable. During the next five years plans are to continue to offer a broad range of courses to support student goals. The department will expand its use of technology to support classroom instruction.

STANDARD VI

Continuing Education & Special Instructional Activities

BEST COPY AVAILABLE

STANDARD VI - Continuing Education and Special Instructional Activities

Co-Chair: Scott Winslow, Director, Continuing Education

Committee Members:

Mary Anderson, Lead Secretary, Continuing Education

Continuing Education & Special Instructional Activities

INTRODUCTION

The Center for Continuing Education at Highline Community College offers a wide range of courses and programs in such areas as Personal Enrichment, Business, Computers, Senior, and Teen Courses. Attachment I provides a list of courses which were offered fall quarter of 1991, and includes class titles, starting dates, number of students enrolled, and course fees.

The Center for Continuing Education administers several budgets, including Continuing Education, Self-support Classes, The Federal Way Center (an extension site), Travel Programs, Senior C.L.A.S.S. (Cooperating, Learning and Searching Seniors), Teen College, and Senior College. Each budget is developed annually and sources of revenue include the College's general fund, available grants, and self-support classes. The latter constitutes the majority of income. Surplus income may accrue in the Self-Support budget and is carried over into the next year.

Faculty selection varies. Since many instructors work in industry or other occupations during the day, they teach for Continuing Education in the evening on a part-time contract. Continuing Education utilizes a proposal system for selecting courses and instructors. For certain programs, program development staff select courses and then find an appropriate instructor. Instructors may also propose courses to Continuing Education and these proposals are routed to appropriate program coordinators in the areas of Business, Computers, Personal Enrichment, and Seniors. Once they are reviewed for appropriateness to the College's mission, relevance to community and College needs, price, and quality of instruction, the proposals are then accepted or rejected. Factors include:

- Community need
- Consumer demand
- Availability of facilities and instructors.
- Consistency with community college mission and goals.

Accepted proposals are developed more fully and included as course offerings.

Continuing Education programs are primarily non-credit. When a proposal is received for a self-support for credit class, or when the subject matter relates to a College academic or occupational program, College faculty and/or administrators also review course content and the instructor's qualifications. The vitae of adjunct faculty are maintained in Personnel Services.

Policies on workloads and compensation generally conform to College standards. The pay scale is the same as for other part-time faculty, with the exception of short-term workshops and seminars. Instructors teaching short-term courses are compensated on a split fee basis; i.e., student fees generated are divided on a negotiated basis, most commonly a fifty-fifty split of proceeds.

Continuing Education fees range from $18 to $159. Non-credit fees are determined by a number of factors including:

- Cost of instruction and benefits
- Materials
- Market value
- Comparison to other community college course fees

The regular college credit fee is used for self-support for credit courses, except where additional costs, such as supplied texts, are necessary for the delivery of the program.

The Center for Continuing Education has a student outcome assessment system in place providing the following information from each student:

- Level of satisfaction with the course content
- Level of satisfaction with instruction
- New skills developed
- Suggestions for improvement

Beyond this evaluation system, no formalized follow-up system is considered neccessary due to the nature of the courses offered.

Needs assessments of targeted populations have not been conducted by Continuing Education. However, staff members are actively involved with Highline Community College targeted populations through coordination with the Women's Center Programs, Student Services, literacy programs, and through the management of the Federal Way Center, which provides both Adult Basic Education and English as a Second Language instruction.

The Center has offered few time-shortened offerings. Some courses have been offered in a fast-track mode, but no reductions in class hours have occured. An example of a fast-track mode includes a Chemical Dependency Counselor Education class offered in fall 1992, which meets evenings and weekends. The Center is not currently granting Continuing Education units.

ANALYSIS

Continuing Education at Highline is a centralized program which has maintained a high participation level with other campus activities and programs. This is at least partially due to a variety of services that Continuing Education provides to the campus and the outside community.

Some significant examples of creative participation with other components of the institution are:

- Quarterly Schedule Production with the Public Information Office
- Shared responsibilities with the Registrar's Office
- Cosponsorship of events with Women's Center Programs
- Participation on the Instruction Cabinet with the Dean of Instruction, Associate Deans and Division Chairs.
- Coordination with Personel Services and the College Administration to expand in-service training opportunities.
- Serving as an information "hub," especially during evening hours.
- Managing reservations and permits for outside groups using College facilities.
- Coordination of the annual Part-Time Faculty Orientation during fall quarter.

However, improvements can be made in a variety of areas to maximize coordination and cooperation. For example, the credit business and occupational programs and non-credit Continuing Education business services and short-term courses have potential for more partnerships. In addition, Continuing Education can expand its relationship with Personnel Services to coordinate and to provide low-cost, high quality training for staff, faculty, and administrators.

Continuing Education can be shown to be more than a source of additional income through examples of meaningful contributions such as:

- Community involvement
- Participation in a broad range of College activities
- Participation in the Instruction and Administrative cabinets
- Services to faculty and students
- Providing a broad range of courses for personal and professional development.

Combined budgets provide sufficient funds allowing program management and providing staff with the resources to develop and implement educational programs. In addition, these resources provide service for the evening administration on the campus, serve the evening part-time faculty, operate and staff the Federal Way Center and other functions noted in this section. Continuing Education funds are collected and disbursed by the cashier and central business office of the College.

Faculty and Staff

The Continuing Education staff includes:

Permanent staff:

- Director
- Secretary
- Office Assistant
- Program Coordinators for the areas of Personal Enrichment, Business Training, and Computer Training
- Program Assistant
- Temporary and part-time employees as needs arise and as the Self-Support budget allows.
- Faculty

Faculty and staff are adequate for the operation of programs and the provision of services.

Course/Program Development

Action is initiated by students requesting a course, an instructor proposing a course, or a program coordinator seeking an instructor for a selected course. Students are involved in evaluations and recommendations. Faculty members are involved in the course development process and are vital due to their experience with previous classes. Outside agencies provide curriculum requirements such as for Flagger Training, Real Estate education, and Chemical Dependency Counselor training.

Advertising and publication materials are reviewed by several staff during the program development phase. Most course descriptions begin with the instructor in a proposal to program staff coordinators in the business, computer training and personal enrichment areas. Coordinators edit, consult and revise descriptions with instructors in order to avoid misleading or inaccurate statements. Production of the *Quarterly*, the primary publication for Continuing Education, is coordinated with the Public Information Office.

Academic departments plan courses or programs with Continuing Education as needs arise. Examples of involvement in the development of courses include:

- Continuing Education and the Health and Education Division have worked together on courses such as Chemical Dependency Counseling, AIDS training, Home Daycare Training, and Exploring Health Care Professions.
- The Diving program and Continuing Education have provided custom courses for state and federal agencies.
- The Business Division and Continuing Education are working together on a Travel program to Japan and China.
- Developmental Studies and Continuing Education work together on supplemental English-as-a-Second Language courses.
- Study tours to Mexico, England, France, China, Spain and Europe through coordinated efforts of Foreign Languages, Humanities, Art and Interior Design Departments.

Few offerings include academic credit. Those that do are generally elective. Real estate, language and music are examples of course areas providing academic credit offered by Continuing Education. Students are informed about transferability of credits and degree requirements by Advising staff and advising representatives of other colleges. No special notations are included on the student transcript.

Credit is not awarded for time-shortened offerings. Courses must meet the criteria for establishing credit which are based on lecture and laboratory hours.

Careful selection and monitoring of courses and instructors have meant that few courses have been offered that are perceived as inconsistent with the mission of the College.

Reporting systems, course rosters, finances, and record systems are integrated with other College systems. The record systems are satisfactory for the types of programs offered.

Evaluation

The Continuing Education program at Highline is operated primarily on a self-support basis. Student fees are comparable to other community colleges in the area, and are lower than several. Fees are equitable, affordable, and are far less than private sector training in the area.

Quality of instruction and facilities are monitored through the use of an evaluation system. Facilities at the main campus and the Federal Way site are adequate for the size of the program and number of staff. The office on the main campus could be improved if an alternative site were available, offering more accessibility and adjacent short-term parking for customers.

Continuing Education instruction is not considered in faculty evaluation, promotion, or tenure. Few instructors share both Continuing Education and credit program teaching assignments. Continuing Education instruction is rarely a part of a regular assignment.

An evaluation of faculty is conducted through student evaluations and staff classroom observation. Staff discussions and meetings with program coordinators serve as vehicles for assessing instructor performance and making improvements. Staff evaluation falls under the same guidelines as for other College staff.

An overall completion rate for courses has not been computed. Class evaluations are conducted at the conclusion of each class, and a high percentage of evaluations are completed and returned.

Beyond student evaluations of classes and instructors, follow-up studies are limited. Most courses offered are personal or professional enrichment in nature, and of short duration. Increased emphasis on follow-up could potentially benefit several areas of study such as real estate, computer training, and management courses.

Training

Training opportunities for faculty include the Part-Time Faculty Orientation, professional development courses, and skill development classes such as computer training. Staff participate in training offered by the College, through the courses offered by Continuing Education, and in programs offered by other organizations.

Compensation

Faculty are compensated in the following manner:

- Hourly rate based on the College salary schedule.
- Hourly rate with parity pay for self-support for credit courses.
- Split fee arrangement for short-term (under 10 hours) courses.

Staff (classified and exempt positions) are compensated on an equal basis with other Highline employees.

Services

Services available to Continuing Education students include:

- Phone, mail, fax, and walk-in registration at two sites.
- Advising
- Food service
- Bookstore
- Special services to seniors (registration at senior centers, reduced fees) and small business students (Small Business Resource Center)
- Security, including Saturdays
- Library
- Counseling
- Health services
- Job referral

RECOMMENDATIONS

Continuing Education would benefit from more input, suggestions, and involvement in the development of courses and programs by faculty in the academic departments.

Improvements can be made in training to include:

- Effective teaching methods and presentation skills for part-time and non-credit instructors.
- Student learning styles.
- Communication skills and computer training for staff

An area needing improvement is the consistency of evening service availability. Both Continuing Education and evening credit students require services as close to equal as possible with day students.

Attachment I
Fall 1991 Continuing Education Classes

	A	B	C	D	E	F	G
3	STDATE	ENDATE	ITEM#	TITLE	INSTRUCTOR	FEE	ENROL
1	FALL 1991						
2							
3	STDATE	ENDATE	ITEM#	TITLE	INSTRUCTOR	FEE	ENROL
4	910923	911202	2402	BALLROOM DANCING	SUTTON B	37	52
5	910923	911014	2436	DESIGN YOUR OWN	SMITH J	37	8
6	910923	911118	2624	ADVANCED INVESTM	WEBSTER W	57	16
7	910924	911112	2440	FLORAL DESIGN/EN	KNELS P	49	14
8	910924	910924	2516	CREATIVE GEN	DEUTSCH S	25	7
9	910924	911112	2620	INTRO TO INVESTM	WEBSTER W	57	26
10	910925	911016	2406	JITTERBUG	LOGAN M	29	25
11	910925	911016	2408	COUNTRY WESTERN	LOGAN M	29	63
12	910925	911016	2412	LATIN DANCE	LOGAN M	29	8
13	910925	911113	2502	CHRISTMAS DECOR	KNELS P	49	15
14	910925	910928	2642	BEGINNING VIDEOG	GENTILE D	47	4
15	910926	911114	2442	SILK FLORAL DSGN	KNELS P	49	8
16	910928	910928	2518	VASHON RET	DEUTSCH S	39	0
17	910928	911005	2708	ANYBODY CAN WRIT	DECLAIRE J	39	14
18	910930	911211	2456	SWIMMING	STAFF	39	3
19	910930	911211	2458	SWIMMING	STAFF	25	8
20	910930	911125	2546	BEGIN CONV RUSSI	FEDOROVA I	52	0
21	910930	911125	2552	BEG CONVERS SPAN	SARVER G	52	35
22	910930	911005	2596	MOUNTAIN THAT FL	SCRIBNER D	30	14
23	910930	911104	2670	CROCHETING	MEDELL P	25	10
24	910930	911021	2676	HANDWEAVING/BEGI	MON W	41	0
25	911001	911203	2104	WATERCOLOR	KOSANOVIC G	76	18
26	911001	911107	2118	ESSENTIAL MATH	RUEFF J	69	0
27	911001	911119	2430	BASIC HOME REPAI	DAVIS L	75	25
28	911001	911105	2450	TEN SPEED BICYCL	WEGNER B	37	14
29	911001	911119	2500	GREETING CARD WO	STEFANSKI J	57	0
30	911001	911105	2506	CONSTRUCT TEDDY	MEDELL P	25	12
31	911001	911008	2524	SELF-HYPNOSIS	DOTSON L	35	9
32	911001	911024	2542	INTRODUCTION TO	FEDOROVA I	52	19
33	911001	911203	2554	BEGIN SIGN LANGU	BERNSTEIN B	61	26
34	911001	911119	2560	PEOPLE'S LAW SCH	JAEGER L	29	0
35	911001	911119	2562	PEOPLE'S LAW SCH	JAEGER L	16	0
36	911001	911119	2570	BEGINNING GUITAR	KUCKLACK R	49	9
37	911001	911203	2576	SOARING:MOTORLES	FLYGARE D	77	0
38	911001	911012	2578	FUNDAMENTALS OF	FISH E	69	0
39	911001	911022	2612	PARENTING SURVIV	LINDSAY C	47	0
40	911001	911203	2638	BEGINNING VIDEOG	GENTILE D	57	0
41	911002	911120	2102	BEGINNING OIL &	KIRKLAND	57	14
42	911002	911204	2420	HOME FURNITURE C	LAWSON M	79	21

BEST COPY AVAILABLE

	A	B	C	D	E	F	G
3	STDATE	ENDATE	ITEM#	TITLE	INSTRUCTOR	FEE	ENROL
43	911002	911204	2422	HOME FURNITURE C	GIBSON D	79	0
44	911002	901211	2462	BEGINNING YOGA	VIOLA C	49	10
45	911002	901211	2464	INTERMEDIATE YOG	VIOLA C	49	6
46	911002	911120	2468	TAI-CHI BEGINNIN	ARIES R	35	33
47	911002	911120	2470	TAI-CHI INTERMED	ARIES R	35	11
48	911002	911106	2520	BUILDING INTIMAT	GRIESER J	57	8
49	911002	911002	2640	FAMILY HISTORY/V	GENTILE D	23	9
50	911002	911107	2672	COUNTED CROSS ST	NEDELL P	25	11
51	911003	911121	2106	DRAWING-BEGINNIN	STEFANSKI J	57	13
52	911003	911121	2114	BEGINNING CALLIG	JOHNSON L	47	16
53	911003	911121	2432	FIX THIS OLD HOU	DAVIS L	75	11
54	911003	911114	2438	GARDENING WITH P	ROBERTSON L	49	14
55	911003	911121	2474	AIKIDO	COOPER P	47	22
56	911003	911212	2556	INTERM SIGN LANG	BERNSTEIN B	61	13
57	911003	911121	2572	INTERMEDIATE GUI	KUCKLACK R	49	8
58	911003	911006	2580	INTRO SEA KAYAKI	CASEBOLT C	69	8
59	911003	911114	2586	SALMON FISH: PUG	BRUCE A	59	19
60	911005	911012	2110	DRAWING/RIGHT BR	WALLAT L	45	7
61	911005	911005	2630	SHOPPIN SAVVY	KOEPLIN V	19	0
62	911005	911005	2686	DEVELOP PERSONAL	CASE D	55	0
63	911007	911104	2636	NATURE PHOTOGRAP	STAHL R	59	27
64	911007	911104	2654	BASIC QUILTMAKIN	TORRENCE L	59	10
65	911008	911008	2482	UNIQUE NUTRITION	KHALSA K	19	15
66	911008	911008	2610	HELP YOUR CHILDR	LARSON S	24	10
67	911008	911029	2710	OPEN WRITING WOR	GARDINER P	35	12
68	911009	911113	2634	INTRO TO PHOTOGR	STAHL R	59	19
69	911010	911010	2682	TRAVEL SMART	PEARSON L	21	6
70	911012	911012	2122	SPEED READING/SU	STEPHENS M	36	7
71	911012	911012	2504	DECORATE HOME/NO	KNELS P	20	27
72	911012	911116	2526	DISCOVER INNER W	STAHL R	45	3
73	911012	911116	2564	JOSEPH CAMPBELL:	STAHL R	45	7
74	911012	911012	2602	WILD THING	MARX C	29	12
75	911012	911012	2626	SUSCCESSFUL HOME	SIMS D	45	2
76	911012	911012	2690	COLOR ANALYSIS	PROCTOR K	30	5
77	911014	911014	2688	BUY BEST CLOTHES	KOEPLIN V	19	0
78	911014	911125	2704	POLITICAL ACTION	MARX C	23	0
79	911015	911015	2448	CLEAN YOUR VCR F	WASIELEWSKI	49	8
80	911019	911019	2510	ASSERTIVENESS TR	MACDONALD J	35	9
81	911019	911019	2648	BUYING YOUR HOME	WOOD C	39	9
82	911021	911030	2120	LEARNING STYLE	KILBERG	55	2
83	911021	911028	2598	CROSS CNTRY SKII	BARBERA M	23	9
84	911022	911022	2486	END LOWER BACK P	PENNINGTON	19	4

BEST COPY AVAILABLE

	A	B	C	D	E	F	G
3	STDATE	ENDATE	ITEM#	TITLE	INSTRUCTOR	FEE	ENROL
85	911023	911023	2454	CREATING RIGHT L	LARSEN W	35	14
86	911023	911023	2592	SALMON FISH: SEN	WHITE C	15	11
87	911025	911025	2480	AIDS EDUC	OLSSON	35	7
88	911026	911102	2426	HOME CONSTRUCTIO	DEPAPE D	69	21
89	911026	911026	2604	AUTUMN ANIMAL	MARX C	23	5
90	911026	911026	2692	MAKEUP-MOST FLAT	PROCTOR K	25	3
91	911029	911121	2544	INTRO TO RUSSIAN	FEDOROVA I	52	5
92	911030	911120	2410	COUNTRY WESTERN	LOGAN M	29	7
93	911030	911120	2414	WEST COAST SWING	LOGAN M	29	20
94	911030	911120	2416	EAST COAST SWING	LOGAN M	29	7
95	911030	911204	2512	YOUR SELF-ESTEEM	MORROW M	40	14
96	911101	911101	2536	BEADSTRINGING SE	ATKINS R	10	3
97	911101	901102	2650	UNIFORM STNDS/AP	HARMON G	59	25
98	911102	911102	2446	COLLECTABLES	BINGHAM D	25	2
99	911102	911102	2530	PREDICT THE WEAT	HAGGERTY D	33	0
100	911102	911103	2534	BEADSTRINGING	ATKINS R	127	3
101	911102	911102	2606	FUNGUS	MARX C	17	1
102	911105	911112	2484	BREAK THE HABIT	SERPAS C	35	4
103	911105	911105	2490	STRESS MANAGEMEN	PENNINGTON D	19	1
104	911109	911109	2496	TOUCH FOR HEALTH	WINTERSIECK	39	7
105	911116	911116	2702	DEVELOP WRITING	STEPHENS M	36	5
106	911118	911118	2656	SEMINOLE PATCHWO	TORRENCE L	19	5
107	911119	911119	2492	HANDLE HEADACHE	PENNINGTON D	19	4
108	911123	911123	2124	SHARPEN SKILLS	WINTERSIECK	33	1
109	911123	911123	2590	ADV SALMON FISHI	BRUCE A	25	16
110	911126	911208	2582	RAFTS/EAGLE COUN	AMUNDSON R	59	4
111							1114
112							
113	910923	911014	2236	COMPUTER PC/MSDO	NELSON J	95	13
114	910923	911014	2354	INTRO DESKTOP PU	SHELDON D	95	9
115	910924	911015	2202	LEARN ABOUT COMP	JONES M	95	16
116	910924	911015	2310	WORD PERFECT	NICOLETTA P	95	11
117	910925	911016	2204	LEARN ABOUT COMP	STOVER T	95	16
118	910925	911016	2312	WORD PERFECT	STOVER T	95	13
119	910926	911017	2272	LOTUS: LEVEL 1	HUGH E	95	12
120	910926	911017	2340	WORD PERFECT	HUGH E	95	12
121	910928	910928	2226	LEARN ABOUT COMP	JONES M	80	19
122	910930	911009	2206	LEARN ABOUT COMP	DOHERTY C	95	16
123	911003	911024	2208	LEARN ABOUT COMP	DOHERTY	95	14
124	911004	911004	2278	LOTUS: LEVEL 1	CAMPBELL C	80	8
125	911005	911005	2322	WORD PERFECT	NICOLETTA P	80	16
126	911008	911008	2324	WORD PERFECT	STAFF	80	9

BEST COPY AVAILABLE

	A	B	C	D	E	F	G
3	STDATE	ENDATE	ITEM#	TITLE	INSTRUCTOR	FEE	ENROL
127	911011	911011	2302	MICROSOFT WORKS	CAMPBELL C	80	8
128	911012	911012	2342	WORD PERFECT	HUGH E	80	7
129	911014	911023	2210	LEARN ABOUT COMP	DOHERTY C	95	7
130	911015	911015	2280	LOTUS: LEVEL 1	CAMPBELL C	80	0
131	911018	911018	2228	LEARN ABOUT COMP	BOOTH V	80	16
132	911019	911019	2242	COMPUTER PC/MSDO	NELSON J	80	16
133	911021	911118	2212	LEARN ABOUT COMP	OLCOTT P	95	6
134	911021	911118	2314	WORD PERFECT	CAMPBELL C	95	2
135	911022	911112	2238	COMPUTER PC/MSDO	NELSON J	95	15
136	911022	911031	2274	LOTUS: LEVEL 1		95	0
137	911022	911022	2344	WORD PERFECT	CAMBELL C	80	4
138	911023	911113	2214	LEARN ABOUT COMP	JONES H	95	17
139	911023	911113	2316	WORD PERFECT	NICOLETTA P	95	4
140	911024	911114	2348 ~	MICROSOFT WORD P	HUGH E	95	8
141	911025	911025	2246	COMPUTER PC/MSDO	CAMPBELL	80	16
142	911026	911026	2282	LOTUS: LEVEL 1	HUGH E	80	15
143	911028	911106	2216	LEARN ABOUT COMP	STAFF	95	0
144	911029	911029	2244	COMPUTER PC/MSDO	CAMPBELL C	80	0
145	911101	911101	2296	LOTUS 2.3	HUGH E	80	0
146	911102	911102	2230	LEARN ABOUT COMP	JONES H	80	16
147	911105	911126	2356	INTRO DESKTOP PU	SHELDON D	95	7
148	911107	911205	2288	LOTUS: LEVEL 2	HUGH E	95	5
149	911108	911108	2298	INTRO TO PARADOX	HARTMANN E	80	4
150	911109	911109	2290	LOTUS: LEVEL 2	HUGH E	80	6
151	911113	911125	2218	LEARN ABOUT COMP	DOHERTY	95	0
152	911115	911115	2262	BEGIN R:BASE	HARTMANN E	80	3
153	911116	911116	2332	WORD PERFECT LEV	NICOLETTA P	80	13
154	911119	911210	2254	PC HARDWARE MAIN	NELSON J	95	12
155	911119	911119	2304	MICROSOFT WORKS	CAMPBELL C	95	6
156	911120	911204	2330	WORD PERFECT LEV	NICOLETTA P	95	5
157	911123	911123	2350	MICROSOFT WORD P	HUGH E	80	3
158	911202	911211	2360	DESKTOP PUBISH L	SHELDON D	95	6
159	911206	911206	2264	BEGIN R:BASE	HARTMANN E	80	2
160	911207	911207	2250	ADVANCED DOS	NELSON J	80	17
161	911210	911219	2294	ADVANCED LOTUS 1	HUGH E	95	2
162	911214	911214	2336	WORKPERFECT 5.0:	NICOLETTA P	80	5
163							437
164							
165							
166	911005	911005	2142	VALUE-ADDED SERV	NASSING P	95	0
167	911007	911007	2180	INTERNATIONAL CA	MUELLER N	30	8
168	911008	911008	2182	MANG CONFLICT/WK	MILLER K	30	0

BEST COPY AVAILABLE

	A	B	C	D	E	F	G
3	STDATE	ENDATE	ITEM#	TITLE	INSTRUCTOR	FEE	ENROL
169	911016	911120	2152	SMALL BUSN SURVI	TALERICO J	95	7
170	911016	911016	2154	WRITE BUSN PLAN	TALERICO J	30	2
171	911018	911018	2194	LEADERSHIP/BOTTO	JAMIESON R	60	0
172	911019	911019	2172	CONSULTING BUSIN	CARLSON H	75	1
173	911021	911021	2186	COMMUNICAT/MOTIV	MUELLER N	30	0
174	911022	911203	2144	CAREER MGT SKILL	BRAND L	125	3
175	911022	911022	2190	TRAINING THE TRA	MILLER K	30	0
176	911023	911023	2156	MERCHANDISING/MA	TALERICO J	30	3
177	911026	911026	2134	WRITING IN WORKP	ZASLOW R	75	3
178	911029	911029	2168	MAKE MONEY/SEMIN	LARSEN W	35	12
179	911029	911029	2174	PROD/MARKET CLOT	WALMSLEY S	39	1
180	911102	911102	2164	START HOME-BASED	PETTY L	40	5
181	911107	911107	2166	SELF-PUBLISH YOU	LARSEN W	35	10
182	911107	911107	2188	EVALUATE PERFORM	SPRAGUE M	85	3
183	911109	911109	2136	CONSULTING SELLI	BLANCHARD K	75	3
184	911113	911113	2158	SML BUSN:LEGAL S	TALERICO J	30	0
185	911114	911114	2178	INTERVIEWING	SPRAGUE M	39	3
186	911120	911120	2148	INTERNATIONAL MA	WALMSLEY S	39	0
187	911120	911120	2160	SML BUSN:MANAGEM	TALERICO J	30	1
188	911120	911120	2184	ERGONOMICS	MORTON K	25	7
189	911123	911123	2132	RECORDKPG/SMALL	MOORE K	59	14
190	911123	911123	2138	CONSULT SELL SKI	BLANCHARD K	75	0
191	0						86
192	0						
193	0		W690	MUSIC 125	HARRIS	63	13
194	0		W694	MUSIC 126	HARRIS	63	7
195	910925	911204	W742	REAL ESTATE PRIN	HENDRYX	95	40
196	910926	911212	W744	REAL ESTATE PRAC	BERTHON D	95	0
197	910924	911210	W748	REAL ESTATE APPR	HARMON G	95	51
198	910926	911212	W752	CONDEMNATION APP	WEBSTER B	95	17
199			W724	TCM 100	WINSTON	94.5	16
200			W728	TCM 208	SIMMONS	94.5	11
201							155
202							
203							
204	911007	911202	X812	WRITING FOR MGMT	ISAACS J	159	9
205	911008	911029	X814	SUCCESS/ASSERTIV	OTT N	98	20
206	911105	911126	X820	BUILD MEMORY SKI	OTT N	98	10
207	911003	911024	X824	MANAGING CONFLIC	LEHMANN H	98	20
208	910905	900914	X836	HOME-BASED INSTR	OMESCHAK C	71	18
209							77

BEST COPY AVAILABLE

STANDARD VII

Instructional Staff

BEST COPY AVAILABLE

STANDARD VII - Instructional Staff

Co-Chairs: William Mair, Instructor, Art
Ed Morris, Division Chair,
Pure and Applied Science

Committee Members:
Larry Booth, Instructor, Computer Information Systems
Tom Durham, Student
Cindy Gregg, Coordinator, Title III Grants

Instructional Staff

INTRODUCTION

INSTITUTIONAL FACULTY PROFILE FALL, 1991*

Instructors (Full-time)	127
Instructors (Part-time)	183
Number of Terminal Degrees	
Doctorate	19
Masters	96
Bachelors	10
Professional License	6
Associate of Arts Certificates	5
Salary Nine Month (Full-time)	
Minimum	$28,931
Median	$36,752
Maximum	$39,596
Years of Experience at Institution (Full-time)	
Minimum	0 years
Median	18 years
Maximum	29 years
Total Years of Teaching Experience	
Minimum	1 year
Median	23 years
Maximum	41 years
Credit Hour Load Fall 1991	
Low	5 credits
High	2l credits
Median	15 credits

*Excluding Instructional Administrators

Source and Number of Terminal Degrees of Highline Community College Faculty

D-Doctor's Degree M-Master's Degree B-Bachelor's Degree A-Associate Degree C-Certificate or Diploma

	D	M	B	A	C
Antioch University			1		
Augustana College			1		
Burnley School of Professional Art					1
California Coast University	1				
California Polytechnic				1	
California State University, Long Beach				1	
California State University, San Diego		1			
Central Washington University		1	1		
City College		1			
City University		1	1		
Colorado State University		1			
Colorado Women's College			1		
Columbia University		2			
Eastern Washington University		2	1		
Fort Wright College			1		
George Washington University		1			
Highline Community College				1	
Illinois State University	3				
Institute Certified Travel Consultants					1
Kansas State University		1			
McGill University	1				
Michigan State University	1				
New Mexico State University		1			
North Texas State University		1			
Northwestern University		1			
The Ohio State University		2			
Oklahoma State University		1			
Olympic Community College				1	
Oregon State University	1	3			
Roosevelt University, Chicago		1			
San Francisco State College		1			
San Jose State University		1			
Seattle University		4			
Southern Illinois University	1				
Southern Oregon State College		1			
Saint Louis University	1				
Stanford University		1			
State University of New York, Buffalo			1		

	D	M	B	A	C
Tacoma Vocational School					1
The Union Institute	1				
United States Navy School of Diving and Salvage					1
University of Arkansas		1			
University of California, Berkeley		1			
University of California, Los Angeles		1			
University of Chicago		1			
University of Evansville		2			
University of Hawaii	1				
University of Michigan		1			
University of Nebraska		1			
University of Nevada, Reno		1			
University of New Mexico		1			
University of Northern Iowa		1			
University of Oregon		1			
University of Paris, Sorbonne, France	1				1
University of Southern California		1			
University of Texas		1			
University of Vermont		1			
University of Virginia		1			
University of Washington School of Law	1				
University of Washington	4	39			
Universidad de Salamanca, Spain					1
Vanderbilt University	1				
Virginia Commonwealth University	1				
Washington State University		5	1		
Wayne State University		1			
West Texas State University		1			
Western Washington University		5	1		
Whitworth College		1			

FACULTY PROFESSIONAL DEVELOPMENT

The following provisions exist for professional staff development:

Orientation Week is the first week of the academic year, and is devoted to professional and personal development training.

Faculty Professional Day is scheduled for every fall quarter. The campus is closed for the day; faculty members are encouraged to attend either on- or off-campus programs which relate to their professional field.

Travel Fund

An amount of $185 (from the HCEA negotiated contract) is allocated to each division for each full-time faculty member to be used for travel, meeting registration, etc., as the faculty member or division decides.

Faculty members are also eligible for various types of professional development leaves:

Professional Leave

A tenured faculty member may apply for leave for the duration of up to one academic year by submitting a written application to the corresponding division chair who, after reviewing the proposal with division members, forwards it to the Dean of Instruction's office by January 15. It is a competitive process. The Dean of Instruction forwards the application to the Professional Leave Committee which is composed of 5 faculty members, 1 student representative, and the Dean of Instruction.

The Professional Leave Committee recommends the granting of leaves based on:

- Work or study directly concerned with programs at Highline Community College planned with college officials and/or work or study in a formal program directly concerned with the assigned teaching field;
- Work or study that would enable a faculty member's professional assignment to be reassigned to an area of higher need, as certified by the Dean of Instruction;
- Other work or study resulting in professional improvement of the College staff, including acquiring practical experience through employment or other applications of skills and knowledge related to the College assignment;
- Quality of the proposed project.

Final approval rests with the President and the Board of Trustees. The faculty member is given a pro rata share of the salary for the period requested: 100 percent of salary for the first quarter; 75 percent of salary for each additional quarter. The faculty member is required to submit a written report at the end of the sabbatical indicating the work which was accomplished.

During Academic Year	1990	1991	1991-92*
Faculty Applications for Professional Leave	5	4	5
Faculty Granted Professional Leave	2	4	4

* First nine months of academic year

Growth and Enrichment Leave

Tenured faculty members may apply for Growth and Enrichment Leave for one quarter. Leave time must be spent on work related to the field. In evaluating a Growth and Enrichment Leave, the Committee first looks for a general relationship between the leave and the faculty member's assigned duties at Highline. Once established that this general relationship exists, the proposal is considered based upon the faculty member's length of service at Highline. Faculty with the longest length of service to Highline without a leave are given highest priority. This is not a competitive process.

During Academic Year	1990	1991	1991-92*
Faculty Applications for Growth & Enrichment	14	7	3
Faculty Granted Growth and Enrichment	6	5	3

* First nine months of academic year

Faculty Exchange Leave

Faculty members may exchange work assignments with a qualified colleague at an appropriate educational institution in industry, education, government, or other place of employment. The Highline faculty member maintains full-time status at the College during this exchange.

Year	Fall 1991	1991-92*
Applications for Faculty Exchange	0	0

* First nine months of academic year

Professional Development Units (PDUs)

Academic faculty are required to earn Professional Development Units (PDUs) in order to be eligible for movement in salary within the Column for Advancement.

These PDUs provide the college with a means for movement of faculty on the Target Salary Schedule after the faculty member's initial placement. PDUs include activities which lead to college credit, work or clinical experience, participation in conferences and seminars, domestic and foreign travel, and certain approved independent research and development.

Activity	Professional Development Units
Academic Credits	
1 Quarter Credit	1.0
1 semester credit	1.5
Paid Field Work	
1 Work Week (40 hours)	1.0
Conference, Workshop & Seminars	
8 hours	0.2
Travel Units	
24 hours	0.2
Research and Development Units	
40 hours of satisfactory work	1.0

There is no time limitation on the accrual of PDUs, but the accrual is limited to the following maximum credits allowed within each reporting year (Sept. 1 – August 31):

Activity	Maximum Credits
Conferences, workshops or seminars	10
Paid work or clinical experience	10
Travel	5

Successful column advance is based upon

- Faculty member being tenured
- Starting point and education level of the faculty member (a person who has an earned doctorate at the beginning of the salary schedule can move all the way through the columns without accumulating additional PDUs);
- Number of PDUs earned after each column advancement.

Professional Improvement Units (PIUs)

Occupational faculty are required to keep their certification valid in order to remain on the faculty and are certified by years of experience on the job, education, and work experience in their field. Each submits a five-year plan to the Associate Dean of Instruction for Occupational Programs to maintain their professional development.

Occupational faculty are required to keep certified by completing 15 Professional Improvement Units (PIU) every five years. PIUs are broken down to:

Activity	Professional Improvement Units
Academic Credits	
1 Quarter Credit	1.0
2/3 semester credit	1.0
Paid Field Work or Clinical Experience 40 hours	1.0
Conferences, Workshops or Seminars 20 hours	1.0
Research and Development	
40 hours	1.0

A maximum of 10 Professional Improvement Units may be earned in any one category.

This occupational certification must be approved by the Associate Dean of Instruction for Occupational Programs. An annual summary is sent to each occupational faculty member at the end of each academic year reporting progress toward achievement of an individual's five-year occupational plan.

SOURCES OF FACULTY DEVELOPMENT FUNDS

Instructional Improvement Fund

One representative from each division and the Associate Dean of Instruction for Academic Programs comprise the Instructional Improvement Committee. One-half of one percent of the negotiated full- and part-time faculty salary budget is set aside each fiscal year. These funds may be used by faculty members for focus grants and individual instructional improvement projects. Priority is given to faculty proposals which emphasize new and innovative instructional materials and/or methods. It is a competitive process.

During 1990-1991, $32,083 were awarded for Instructional Improvement projects.

Title III Faculty Development Cooperative Grant

The College is in the second year of a five-year cooperative faculty development grant. As of April 1, 1992, 334 faculty have attended various workshops sponsored by Title III. In addition to these workshops, faculty may apply for training funds by submitting proposals which focus on the objectives of enhancing teaching methodologies for the under-prepared student.

During the first nine months of the second year, from October 1, 1991, until April, 1, 1992:

Faculty Proposals	
Submitted	26
Funded	12
Amount	$17,247.20

PROFESSIONAL STAFF DEVELOPMENT

Administrators

During fall 1991, eighteen administrators were employed full-time at Highline Community College.

Each fiscal year, funds are set aside for administrative professional development opportunities. The amount set aside in 1991-1992 was $16,178. Administrators may request any amount of funds as needed to pursue self-directed educational projects. Requests are submitted directly to the President who has authority over approval.

During fall 1991:

Administrative Professional Development	
Requests	10
Funds Granted	8
Amount	$16,950

No additional requests were received after fall 1991

Exempt/Classified Supervisors

During fall 1991, there were 31 exempt supervisors at Highline Community College. Quarterly staff meetings are conducted providing guidelines and regulations for training funds to be distributed. Total allocation in the amount of $1,000 is available for professional training programs annually.

During fall 1991:

Professional Training Programs	
Applications	6
Granted	3

During the first nine months of academic year 1991-92:

Professional Training Programs	
Exempt/Classified Supervisors Attending Training/Development Workshops	27
Amount Expended for Exempt/ Supervisory Personnel	$1,300

Classified Staff

During fall 1991, there were 183 classified staff at Highline.

Training funds in the amount of $6,500 were included in the college's operating budget.

Classified staff may request training funds to attend area workshops to enhance their job skills or teach new skills for the position required, i.e. technical computer skills, communications, or problem solving. Rarely is a request for training funds rejected.

Staff may also attend classes at any Washington community college or state university for $5 per class after completing a six-month work probation period. Enrollment is subject to space availability after one week into the beginning of the quarter in which the employee wishes to enroll.

Annually, HighlineCommunity College offers a Professional Day in October. The College is closed to students, and classified staff may attend several on-campus workshops which relate to personal and professional enrichment, i.e., time management, stress management, office skills. This is organized by a volunteer committee composed of classified staff members and sponsored by the Office of Personnel Services.

During fall 1991:

Classified Staff	Fall 1991	1991-92*
Applications for Training Funds	29	76
Training Funds Granted	29	76
Attended Training Seminars	27	73
Applications for Class Fee Reduction	36	76

* First nine months of academic year

ANALYSIS

Faculty Selection Process

The following procedures are employed in the faculty hiring process:

- A Department Coordinator (Division Chair) proposes a faculty position (new or replacement) to Instruction Cabinet, which prioritizes the list based on changing curriculum demands. The Instruction Cabinet forwards their recommendation to the Dean of Instruction for review before forwarding to the College President.
- The department develops a job description for publication and forwards this to the Dean of Instruction and Director of Personnel Services for review and publication.
- A Screening Committee is formed based on ethnic and gender diversity, division representatives, and administration representative.

The Screening Committee reviews applications using a point system. Each screening committee is permitted to develop its own point system, provided the candidates for a particular position are rated in the same manner.

The following is an example of a point system:

Graduate Education (5 points)

0 no graduate education
1 a graduate degree not related to the subject area and appropriate baccalaureate
2 a graduate degree related to the subject area, and appropriate baccalaureate
3 a graduate degree in the subject area and appropriate baccalaureate
4 a graduate degree in the subject area and work on a doctorate, and appropriate baccalaureate
5 a graduate degree in the subject area and a doctorate, or a doctorate in the subject area, and appropriate baccalaureate and master's

Relevant Experience (5 points)

0 no work experience
1 six months to one year of related or unrelated work (teaching)
2 one year or more of unrelated work/teaching experience
3 one to two years of related work/community college teaching experience
4 three years or more of related work/community college teaching experience
5 three years or more of related work/community college teaching experience in at least 2 different institutions

Desired Competencies (9 points)

1 pleasant, institutionally compatible person
1 adds to ethnic diversity of division/department
1 adds to gender diversity of division/department
1 professional appearance and demeanor
0-2 meets other desired characteristics
0-3 evaluator's personal sense of intangible quality of applicant in terms of effectiveness for the position

The Screening Committee interviews the candidates and makes recommendations to the Dean of Instruction.

Strengths

- Each screening committee may establish its own point system (for example, in hiring a music instructor, high school experience is relevant).
- The College attempts to keep part-time faculty numbers at a minimum and abide by 60/40 ratio of 60 percent full-time faculty and 40 percent part-time.
- Points based on ethnic and gender diversity that a candidate will add to the department may be added to applicant's rating.

Needs Improvement

- A department may suffer from a vacant position not being filled for several years.
- The state of Washington does not fund vacant positions.

Recommendations

- The terms "pleasant" and "institutionally compatible" should be removed from point system or redefined.
- 60/40 ratios should be monitored or problems will become more acute
- Once a new faculty member is hired, the Director of Personnel sends a confirmation letter and provides written details of the placement to the candidate.
- The Dean of Instruction may interview top candidates, then pass a recommendation to the President of the College, who is the final hiring authority.

Placement for New Faculty

Factors which determine placement of new faculty:

Relevant Experience: The following are added to obtain each year of full-time experience and rounded to the nearest whole number.

- One-half of the number of years of employment outside education but directly related to the faculty assignment
- The number of years of teaching assistant experience in an instructional capacity equated on a full faculty load basis
- The number of years of elementary, secondary, college and/or post-secondary, teaching experience
- Vocational technical institute faculty experience
- Earned degrees from fully accredited institutions
- Credits are college quarter hours of credits or the semester hour equivalents

Faculty are placed into a columnar rating system which determines the new faculty member's salary. The relevant experience, quarter credits and degrees determine at which point in which column the faculty member is placed:

Column I:

- B.A. + 4 years relevant experience or M.A., but less than 315 total credits
- 4 years apprenticeship + 2 years journeyman experience;
- A.A. + 2 years relevant experience or B.A. and less than Column II requirements experience + 60 additional credit hours related directly to teaching assignment or B.A. + 7 yrs relevant experience
- Fields for which post-secondary degrees are not granted and apprenticeships are not used
- 5 years relevant experience but less than Column II criteria

Column II:

M.A. + 315 total credits or Ph.D. + 4 years relevant experience

Fields where M.S. are not generally granted and field work (apprenticeships);

- 4 years apprenticeship & 2 years journeyman + additional 5 years of relevant experience + 60 hours related directly to teaching assignment
- Fields where A.A. or B.A. is professional standard and apprenticeships are not used
- 10 years relevant experience + intensive professional training for not less than one year + 90 additional credits directly related to teaching assignment

The Board of Trustees has the authority to place a faculty member at a higher step than these policies allow. The Personnel Director works with new faculty member to ascertain fair placement on salary schedule as required in the HCEA negotiated agreement.

Strengths:

Highline Community College reviews its faculty recruitment and selection policies and procedures annually. This review is done in conjunction with the filing of the annual Affirmative Action Report and the finalizing of the spring faculty recruitment and selection process.

This review consists of comparing the effectiveness of Highline's faculty hiring process to its need to increase diversity on campus. The College has made significant strides in this area. Based on an analysis of the recruitment and selection practices, Highline has:

- Broadened the recruitment area for all new faculty positions to include a national search. Video interviews may be used on a selected basis to increase the number of candidates of color and the number of females in the applicant interview pool.
- Candidates are rated on their teaching experience and degrees as well as their ability to add to the diversity of the College.
- Selected faculty, based on their commitment to diversity and quality, are assigned to screening committees.
- These specific changes have occurred as a result of an annual review of recruitment and selection procedures.

Recommendations:

- If a department continues to suffer from a vacant position for more than three years, the department coordinator and/or division chair should be given opportunity to present the case of need to the Dean of Instruction in hopes of filling that position.
- The hiring procedure needs to be streamlined and conducted in late spring, early summer; by the time Highline gets around to hiring, most qualified faculty have accepted positions elsewhere. When a faculty member submits a retirement notice, the replacement process should begin. If possible, begin the process by March 15 and complete by June 1. If a later date occurs, a one-year interim position should be filled.

DIVISION CHAIR SELECTION

The process for selecting division chairs is in accordance with the HCEA negotiated contract, Section 902.1

- A vacancy in a division chair is declared by the President in written communication to the Dean of Instruction, Personnel Director, and the members of the division. This written notice includes a timetable regulating the following steps:
- Job descriptions are compiled and updated by the Dean of Instruction with assistance from the President, the members of the division, and the retiring division chair.

- Announcements and job descriptions are posted and distributed to division members, Personnel Director, President and other College faculty who may request them.
- Applications are filed with the Director of Personnel Services. Within one week following the closing date for receipt of the applications, the Dean of Instruction meets with the division faculty and staff. The division faculty elect a presiding officer pro tem and decide on the application process, i.e., how interviews and recommendations will be carried out.
- The Dean and the elected presiding officer will be given all confidential records by the Director of Personnel Services for review.
- The Dean reviews the applications, evaluates the applicants, and consults with all division faculty.
- Should one of the applicants be acceptable to the President, the Dean and the division faculty at this point, the President may appoint the person in writing. Confirmation is dependent upon approval from the Board of Trustees.
- If a person is not identified as acceptable to all three parties, division faculty members will recommend two or more persons for the position in writing to the Dean of Instruction.
- If the division faculty are unable to recommend two persons, the President will appoint an acting division chair for one year only. The acting division chair may not be reappointed unless the process again fails to bring an acceptable candidate to the position one year later.
- If neither of the two candidates is acceptable, the Dean will request that the division reconsider and make further recommendations. If the division faculty are unable to make further recommendations, the President will appoint an acting division chair for one year only. The process is repeated not more than one calendar year later.

Division chairs are appointed for three years. Reappointment may occur on the recommendation of the division and agreement with the Dean of Instruction and the President. Division chairs may not serve more than two consecutive terms except in the case that no one else is willing to serve or if the division chair was selected prior to 1989-1990.

The division chair selection process is normally completed prior to the end of spring quarter.

Strengths:

- The procedure is flexible, as demonstrated in the recent dissolution of the Technical Services division where each department was reassigned to another division.

Needs Improvement:

- The Dean has veto power before the division chair nomination reaches the President.

Recommendations:

- All disapprovals of candidates should be in writing to division members citing valid reasons for unacceptability.
- A process for compromise should be built into the system instead of allowing the President to appoint an acting division chair.

FACULTY SECURITY

Through negotiation with the College's administration, beginning faculty salaries were increased in 1989 by reducing the number of columns and steps in the salary schedule. This change allowed raises provided by the legislature to be distributed to all faculty rather than being almost entirely consumed by funding increments and column advancements. The change also allowed the College to raise beginning salaries to attract new faculty to the College. The amount of money in the salary structure is based upon a fixed dollar amount determined by the State of Washington Legislature. Community college salaries are approximately $3,000 less annually than counterparts with the same education and experience at high schools.

Faculty tenure is the primary agent of faculty security. The College adheres to RCW 28B.50.850 through 28B.50.869, which establishes a system of faculty tenure to protect the concepts of faculty employment rights and faculty involvement in the protection of those rights.

The negotiated agreement, Section 509.3, states that a tenured faculty member shall not be dismissed from the appointment except for sufficient cause. No faculty member at Highline Community College has been dismissed for "just cause."

Intrinsic factors which the faculty cite for their reasons to stay at Highline are the collegial atmosphere, commitment to teaching, academic freedom, independence, the retirement system, and the administration's commitment to provide necessary resources for professional development.

The following activities enhance the working environment:

- Professional development (Title III, Instructional Improvement Fund, Professional Leave)
- Commitment to provide necessary resources and current technology
- No ranking of instructors; all professors are equal
- Stipends for additional assignments.

There is a sense of job stability and importance due to:

- Low risk of termination (tenure)
- Flexible working hours and class assignments
- Independent pedagogical approaches and styles

FACULTY ASSIGNMENTS

Section 600 of the negotiated agreement between HCEA and the college administration states that the assignment of faculty teaching loads takes into consideration the obligations which are part of the faculty position and the amount of time required to:

- Meet and teach classes
- Plan and prepare for classes to assign, evaluate, and return assignments to students
- Prepare and review appropriate student evaluations
- Be available to meet with students and staff for a minimum of one posted office hour each class day
- Advise students in planning their educational program
- Conduct research and professional preparation
- Be available for College responsibilities, meetings, and activities scheduled during normal and reasonable times
- Develop and revise curriculum, review and update Course Adoption Forms
- Meet with the Division Chair and Dean of Instruction
- Maintain and submit institutional and state records
- Meet and maintain the necessary requirements for certification

Student contact hours are assigned to individual faculty by the college in terms of: scheduled classes, laboratory sessions, activities, advising, and office hours.

In determining teaching load assignments, class credit hours or equivalents are counted with the exception of special low enrollment classes. Variable credit classes, night classes, math laboratory, learning skills laboratory, reading laboratory, combined class sections and team teaching assignments are included in determining the credit-hour full-load assignment.

In assigning classes, the Dean of Instruction and the division chair consider both the credit and contact hour ranges. It is intended that faculty teaching loads meet both the credit and contact hour ranges and the state apportionment formula.

Counseling faculty assignments average a 30-hour work week which includes: teaching, preparation, research staff and resource development, testing, project management, and scheduled availability for student and community members.

Library faculty are assigned an average 32-hour week to include coverage of the Reference Desk.

Tenured instructors may request reduced loads at a proportionate percentage of pay.

Strengths:

- Administration has demonstrated a commitment to providing current technology, i.e., multimedia laboratories.
- The Personnel Director works with faculty to ensure proper and appropriate movement on salary schedule.
- The a priori evidence of "satisfaction"/retention of faculty is the average length of employment/tenure at the college.

Needs Improvement:

- The salary schedule is still behind counterparts at secondary levels.
- Only a narrow range of negotiation is available regarding credit load allowable due to state regulations
- The coordinator's stipend and work loads are not always well distributed.

Recommendations:

- Administration should provide funds to correspond with workload as a result of recent coordinator work assignment review.
- Occupational program coordinators maintaining program ratings and records should be provided staff support; or a second fulltime secretary should be assigned to the Dean of Instruction for Occupational Programs office to work exclusively for occupational program coordinators.

ACADEMIC FREEDOM

The following statement was adopted by HCEA faculty representatives during the process of contract negotiation [Section 1101]:

> Academic freedom allows Highline's teachers to seek and present the truth as they know it on problems and issues, without fear of interference from administrators, the Board, governmental authorities, or pressure groups. Students gain the opportunity to study controversial issues and divergent views and to arrive at their own conclusions. Teachers have a basic responsibility to promote freedom of thought, expression, and the pursuit of truth. Teachers have an obligation to protect students' right to freedom of inquiry even when the students' conclusions differ from the teachers' conclusion. In using potentially controversial materials, the faculty member has the obligation to ensure the material meets valid educational objectives of the class. Teachers have the responsibility to exercise reasonableness and good judgement in their presentations and to function within the ethics and standards of their respective disciplines and the teaching profession.

In protecting academic freedom and promoting learning, it shall be the policy of the College that administrators, faculty, students, or others shall not install in any classroom or bring into the classroom on a temporary basis a mechanical or electronic device for listening to or recording any class session without consent of the faculty member involved. Faculty members are encouraged to promote student learning by permitting recording for personal study use.

As a vital component of academic freedom, faculty members shall be responsible for decisions regarding methods and materials used for instruction of students, provided policies and procedures of the College for purchasing are followed.

FACULTY EVALUATION

The faculty evaluation process is part of the HCEA negotiated contract. (Section 607)

In the 1989-1991 negotiations, the faculty representatives and the administration agreed that every full-time tenured faculty member was to be evaluated once every five years, resulting in approximately one-fifth of the tenured faculty being evaluated each year. However, this proposed tenure evaluation process did not meet the standards when reviewed by the Northwest Association of Schools and Colleges. A newly revised tenured faculty evaluation plan has been developed, approved by the Board of Trustees (March, 1992) and has been approved by Northwest Association of Schools and Colleges. This new plan states:

> The College supports faculty evaluation as it provides a clear picture of professional growth needs and skills enhancement to ensure that the college maintains its high quality education. Every full-time tenured faculty member will be evaluated once every three years, resulting in approximately 1/3 of the tenured faculty being evaluated every year. Each evaluation process is to be completed by May of the year of evaluation. Each faculty member is responsible for developing and implementing their own evaluation plans and keeping records of all evaluation processes and reports in a portfolio. The portfolio will contain the factors used in evaluation:

- Team member names – the evaluee will choose at least one peer either from Highline, another accredited postsecondary institution or a vocational practitioner to serve on the evaluation team, and one administrator from the College
- Student evaluations
- Course syllabi
- Course organization
- Course texts
- Teaching materials (tests, assignments, handouts)
- Discussion of teaching methods
- Report of classroom observation by team members
- Records of service to the profession, college and community
- List of scholarly readings, writings, research

Once the evaluation information is compiled, the evaluee meets with team members to review the process and reports, identify areas where the evaluee may need improvement, and develop an individual professional improvement plan. The team will also submit a written report of the evaluation process and any findings to the Dean of Instruction and other appropriate deans if need be (i.e., Associate Dean of Instruction for Occupational Programs).

The portfolio remains in the possession of the faculty member and no evaluation materials must be used in any personnel action. Evaluees will seek prior approval for training and related programs needed for development before asking for college support.

The College must make reasonable efforts to provide resources that support faculty professional growthreleased time, materials, tuition reimbursement, faculty exchange programs and professional leave programs.

Strengths and Improvement Areas are not applicable because this review process is too new to evaluate. However, this self-study committee anticipates one major problem which may occur and cause undue strain on the administrators and faculty of the College as they will have to serve on several tenured faculty evaluation review committees, as well as probationary faculty, simultaneously.

Recommendations

A method to meet this strain on administrative personnel should be dealt with now. This committee suggests recruiting other campus personnel to serve on tenured faculty review committees, such as the Director of Resource Development and the Director of Continuing Education.

Strengths and Improvement Areas
Professional Staff Development

Strengths:

- Title III has made PDUs more accessible
- Stipends for Title III Faculty Development courses available through grant

Needs Improvement:

- Shortage of onsite training for staff
- Classified staff are not allowed to take campus classes for $5 until six-month probation completed
- Limited number of quarters (9) available for faculty leaves
- Instructional Improvement Fund too limited
- Negotiated travel fund monies covers bare essentials, if that much
- PDU system does not credit commitment and creativity on part of faculty members; PDUs work on quantitative, not qualitative factors
- PDU system a paper nightmare
- PDU's look good in Olympia, Washington (State Capitol), as the College receives its funding based on PDU structure, but the PDU process does not facilitate acquiring PDUs

Recommendations for Professional Development:

- Instructional Improvement Funds should be increased to allow each faculty member to apply for focus grant funds once every three years to stay current with tenure evaluation which is due every three years.
- Probation for classified staff limiting funding for taking classes should be decreased to three months.
- Leave (Professional and Growth and Enrichment) should be increased from current allotment of 9 total quarters each academic year to keep in alignment with three-year faculty evaluation process.

FACULTY INVOLVEMENT

Highline Community College is unique in that the College administration developed and approved a Policy on Policies statement in 1985. This Policy on Policies provides all College personnel a communication pathway to the Board of Trustees by setting into motion several channels in which faculty, administration, students, and classified staff may communicate with administration and have a voice in the formulation of policies and procedures and academic standards. (A revised Policy on Policies was adopted by the Board in July 1992.) These constituencies include:

- **Faculty Senate:** Approved by the Board in 1971, the Faculty Senate was developed to ensure interaction and communication between administrators and faculty, give the faculty the opportunity to study problems, identify solutions, reach consensus, and recommend actions.
- **Instruction Cabinet:** Composed of the Dean of Instruction, Associate Deans, and the division chairs, this Cabinet governs instructional budget and curriculum development and management.
- **Instruction Council:** All department coordinators, associate deans, deans and library director review and discuss department needs and make recommendations to the Instruction Cabinet.

Faculty members also have the opportunity for involvement by serving on a variety of other campus committees allowing them to develop and submit proposals to the president and review and evaluate policies and procedures relating to academic standards.

- **Instructional Improvement:** reviews and approves funds and time for faculty development and growth
- **Professional Leave:** reviews peer applications for leave time to be devoted to enhancing teaching abilities and talents which directly benefit the College and the students
- **Computer:** reports to the Instruction Council; reviews faculty computer needs
- **Curriculum:** reports to the Faculty Senate
- **Advisory:** faculty are given the opportunity to meet with business represenatatives to discuss industry standards and student needs
- **Professional Rights and Responsibilities:** assist in the resolution of complaints involving faculty members
- **Safety:** advisory committee required by Washington Administrative Code (WAC) which reviews all safety concerns for the welfare of faculty, staff and students. – recommendations are forwarded to the President
- **Scholastic Review:** provides faculty the opportunity to oversee standards and learning difficulties of students
- **Screening and Selection:** for faculty and administrators as faculty and staff vacancies occur

Strengths:

- The Policy on Policies encourages and provides a pathway for open communication. Faculty have direct access to the Board of Trustees by attending monthly Board meetings which encourage discussion.
- The administration provides faculty several avenues for participation in policymaking procedures as well as in the hiring process. A democratized process for participation has resulted in the faculty's enthusiasm and open communication.
- The Instruction Council is a good forum for coordinators to exchange ideas, and it provides a listening post for the Dean of Instruction.
- The Faculty Senate is an excellent forum for the exchange of ideas from faculty senators and is another good listening post for the Dean of Instruction, Dean of Students, and the President.

Needs Improvement:

- Instruction Council is too large and too diverse a group to be effective. There are far too many coordinator participants for effective interaction.

Recommendations:

- Replace Instruction Council with subcommittees to ameliorate problems of large group interaction. Coordinators are much more effective when meeting and conducting curriculum and instructional matters within their respective divisions and with their chairs.
- Division chairs at the Instruction Cabinet level should continue to process management and educational philosophy as representatives from instruction.
- Coordinators should be involved in college business as a whole, not just in curriculum and instruction.

STANDARD VIII

Administration

BEST COPY AVAILABLE

STANDARD VIII - Administration

Co-Chair: Dr. Laura Saunders, Dean of Administration

Committee Members

David Cross, Student

John Hurley, Director of Personnel (Until July, 1992)

M. Lorain Stowe, Instructor, Humanities and

President HCEA (Highline College Educational Association)

Administration

INTRODUCTION

The governing board of Highline Community College are trustees nominated by the Governor and confirmed by the State Senate for five-year terms. The selection is mandated under the provisions of the Community College Act of 1967. Trustees are not paid a salary but are given a per diem for official attendance at designated meetings. The rate is set and reviewed as part of the travel regulations issued by the Governor's office. Board members have no contractual, employment or personal financial interest in the institution.

Names and Occupations:

Jack Kniskern is an architect with an office in Des Moines. Mr. Kniskern has been reappointed with a term expiring in 1996.

Marilu Brock is a homemaker living in Normandy Park. Ms. Brock's term expires in 1994.

Thomas Nixon is a vice president of Puget Sound Bank (recently merged with Key Bank). Mr. Nixon resides in Federal Way and his term expires in 1997.

Gerald Robinson is a retired publisher of Robinson newspapers and lives in Three Tree Point. Mr. Robinson's term expires in 1993.

The President is an ex-officio, non-voting member of the Board of Trustees. He is appointed by the Board and serves as its primary advisor. He also acts as the Board's secretary. The authority of the President is delegated from the Board by formal Resolution 14-76.

The Board is constituted under the Community College Act of 1967 (RCW 28B.50). The Board meets regularly on the second Thursday of every month (except for August) in study session at 8:00 a.m., followed by a regular meeting of the Board with a published agenda at 10:00 a.m. Special meetings of the Board are called as needed.

The regular agenda of board meetings calls for reports from student, faculty and classified staff groups; the Faculty Senate; and administrative area reports from the deans. Opportunity is provided for members of the public to address the Board on any agenda item.

The primary responsibility of the Board is to select the President and oversee the general operation of the College. They receive quarterly financial statements and act on matters of academic program, tenure, and degree granting as required by state law or College policy. They hear reports on a variety of College issues as well as presentations by the State Auditor's Office.

In recent years, significant actions of the Board include:

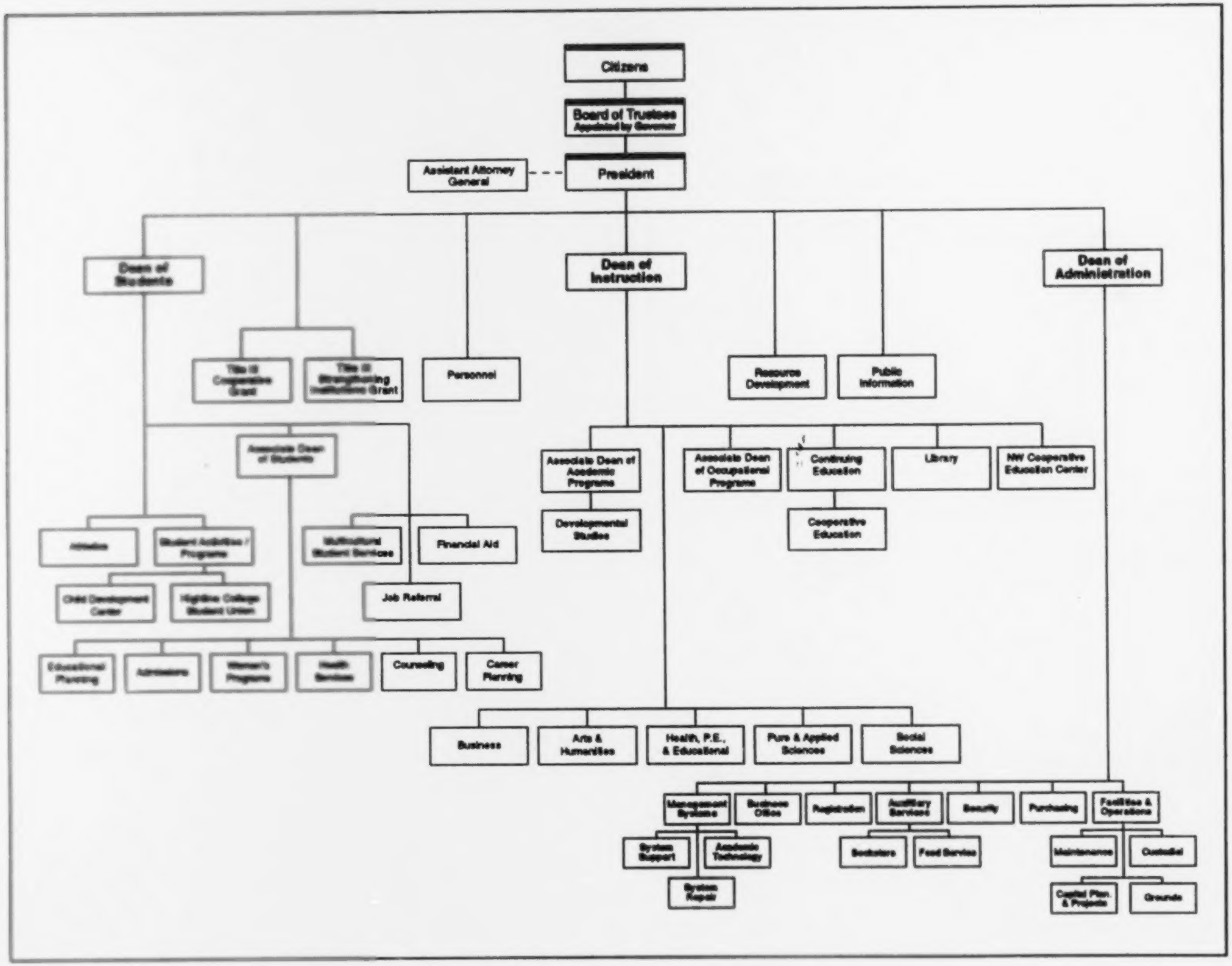
- Hiring of Edward M. Command as President in 1990.
- Approving revisions in existing faculty contracts to extend and amplify the post-tenure review process.
- Authorizing the granting of professional and growth and enrichment leaves to faculty.
- Eliminating the Associate in General Studies Degree.
- Authorizing new appointments to a revitalized Highline Community College Foundation and appointing a standing representative to the Foundation Board.
- Approval of negotiated agreements with faculty and staff.
- Adoption of Policy on Policies outlining approval and consultation steps for college policy formulation.
- Decisions on granting tenure to new faculty.
- Cooperation with the community in areas of mutual concern such as the expansion of the Port of Seattle facilities at Seattle Tacoma International Airport.

The State Board for Community and Technical Colleges, which is directly responsible to the State Legislature, is responsible for the general supervision and control of the state system, including 27 community colleges and 5 technical colleges. The Highline Board of Trustees operates within State Board policy and directives and has final authority in specific areas designated by the law, State Board policy, or other administrative regulation.

Highline as a state agency is subject to detailed government regulations in a number of areas which limit the freedom of the Board of Trustees. These include state purchasing, information and telecommunications, the classified staff personnel system administered by the Higher Education Personnel Board, the Office of Financial Management and the General Administration division for detailed control of accounting, contract administration and construction processes. In addition, the State Office of Risk Management, Department of Ecology and Department of Energy all have enacted regulations in recent years that constrain and limit college operations. The growth of these regulations has led to a modest increase in administrative staff over time. In addition, the increase in grant funding has provided more staff for the campus--Title III alone has added 18 staff to the campus.

ADMINISTRATIVE ORGANIZATION

See next page for an organizational chart.


Citizens
Board of Trustees
Appointed by Governor
Assistant Attorney General
President
Dean of Students
Dean of Instruction
Dean of Administration
Title III Cooperative Grant
Title III Strengthening Institutions Grant
Personnel
Resource Development
Public Information
Associate Dean of Students
Athletics
Student Activities / Programs
Child Development Center
Highline College Student Union
Multicultural Student Services
Financial Aid
Job Referral
Educational Planning
Admissions
Women's Programs
Health Services
Counseling
Career Planning
Associate Dean of Academic Programs
Developmental Studies
Associate Dean of Occupational Programs
Continuing Education
Cooperative Education
Library
NW Cooperative Education Center
Business
Arts & Humanities
Health, P.E., & Educational
Pure & Applied Sciences
Social Sciences
Management Systems
Business Office
Registration
Auxiliary Services
Security
Purchasing
Facilities & Operations
System Support
Academic Technology
System Repair
Bookstore
Food Service
Maintenance
Custodial
Capital Plan. & Projects
Grounds

BEST COPY AVAILABLE

President

Edward M. Command

Professional Training:

A.A. Grays Harbor Community College

B.A. Western Washington University

M.Ed. Central Washington University

Ed.D. University of Washington

Professional Experience:

7 years public school teacher

2 years Registrar and Director of Admissions, Highline Community College

5 years Administrative Assistant to the President, Highline Community College

13 years Vice President, Highline Community College

2 years President, Highline Community College

Length of Service in Present Position: 2 years (July 1990)

Duties and authority: The President is directly responsible to the Board of Trustees for administration of all aspects of the affairs of the College. He acts on behalf of the Board in organizing the effective and efficient operation of the College, consistent with Board policy. He is responsible for all hiring at the College and acts as principal advisor to the Board.

Dean of Instruction

Owen F. Cargol

Professional Training:

B.Sc. Louisiana State University

B.Sc., M.Ed. Oregon State University

Ed.D. The Pennsylvania State University

Post. Doc. Harvard University

Professional Experience:

5 years Public Relations Representative, Texaco, Inc.

2 years college and university teaching, North Idaho College and Louisiana State University

6 years Director of Planning and Institutional Research, Associate Dean of Instruction, Dean of Instruction, Dean of Undergraduate Studies, North Idaho College and Louisiana State University

5 years Dean of Instruction, Highline Community College

Length of Service in Present Position: 5 years

Duties and Authority: The Dean of Instruction is responsible to the President of the College for the administration of all instructional programs, teaching faculty, librarians and instruction staff. He acts on behalf of the President, instruction staff and faculty in directing the development of the College's various credit and non-credit instructional programs, as well as auxiliary activities in support of the instructional mission of the College.

Dean of Students

Phillip H. Swanberg

Professional Training:

A.A. Yakima Valley College

B.A. Seattle Pacific University

M.S. University of Washington

Other: University of California, Pacific Lutheran University, Seattle Pacific University

Professional Experience:

11 years public school teacher

2 years Coordinator of Student Activities, Highline Community College

12 years Assistant Dean-Student Activities/Job Placement, Highline Community College

1-1/2 years Acting Dean of Students/Job Referral Officer, Highline Community College

8-1/2 years Dean of Students, Highline Community College

Length of Service in Present Position: 8-1/2 years

Duties and Authority: The Dean of Students is directly responsible to the College President for leadership and management of numerous student services. He is a member of the Administrative Cabinet, Chairman of the Student Affairs Council, and serves on numerous committees. As the Job Referral Officer for the College, he supervises contact with community and regional businesses and agencies.

Dean of Administration

Laura Saunders

Professional Training:

B.A. Reed College

M.A. University of Chicago

Ph.D. University of California, Berkeley

Professional Experience:

4 years Planning and Budget, University of California

3 years Planning and Budget, The Pennsylvania State University

15 years Director of Planning, and Director of Planning and Capital Budget, University of Washington

2 years Dean of Administration, Highline Community College

Length of Service in Present Position: 2 years

Duties and Authority: Responsible to the President and for business functions, purchasing, facilities and operations, facilities planning and construction, security, registration, management information systems, bookstore and food service.

(Balance of Administrators in alphabetical order by name)

Director of Financial Aid

R. Jeffrey Abrahamson

Professional Training:

B.S. Oregon State University

M.S. Oregon State University

Professional Experience:

1 year public school teacher

2 years Director of Financial Aid, South Puget Sound Community College

14 years Director of Financial Aid, Highline Community College

Length of Service in Present Position: 14 years

Duties and Authority: The Director of Financial Aid reports to the Dean of Students and is responsible for all federal, state, private, and institutional financial aid programs.

Director of Resource Development

Betty Colasurdo

Professional Training:

B.A. Washington State University

M.A. Stanford University

Post-graduate: University of Washington and Harvard University

Professional Experience:

5 years public school teacher

5 years Women's Program Coordinator, Highline Community College

8 years Continuing Education Director, Highline Community College

1-1/2 years Resource Development Director, Highline Community College

Length of Service in Present Position: 1-1/2 years

Duties and Responsibilities: The Director of Resource Development reports to the President and is responsible for developing policies and procedures for resource development programs; recordkeeping and fund raising strategies and techniques; and liaison between the College and the Foundation Board. Serves as the Coordinator of Title III - Activity IV which partially funds the resource development functions through 1995, when the College will assume full funding of this position.

Associate Dean of Instruction for Occupational Programs

Robert H. Eley

Professional Training:

B.A. Central Washington University

M.S. Central Washington University

Doctoral Candidate Seattle University

Professional Experience:

12 years supervisory and other positions at The Boeing Company and Tally Corp.

7 years Instructor of Electronics, Skagit Valley College

1 year Administrative Intern, Washington State Board for Community College Education

10 years Dean of Technical and Applied Science, Wenatchee Valley College

4 years Associate Dean of Instruction for Occupational Programs, Highline Community College

Length of Service in Present Position: 4 years

Duties and Authority: The Associate Dean reports to the Dean of Instruction and has administrative responsibility for occupational programs, professional staff development, and federal grants.

Associate Dean of Students

Michael J. Grubiak

Professional Training:

B.S. Manhattan College

M.Ed. University of Puget Sound

Doctoral student University of Washington

Professional Experience:

3 years Counselor, Tacoma Community College

3 years Coordinator, Evening Counseling Services, Highline Community College

9 years Assistant Dean of Students, Highline Community College

4 years Associate Dean of Students, Highline Community College

Length of Service in Present Position: 4 years

Duties and Authority: The Associate Dean of Students is directly responsible for the College's counseling, admissions, advising, testing, high school completion and GED programs.

The Associate Dean reports to the Dean of Student Services and assists him in formulating goals and directions of the student services program.

Associate Dean of Instruction for Academic Programs

Mary A. Odem

Professional Training:

B.S. Slippery Rock University

M.A. Slippery Rock University

Certificate: Management Development Program, Harvard University

Doctoral student University of Washington

Professional Experience:

4 years Counselor/Educational Programs Developer, Northeast Ohio Council on Drug Abuse

1 year Assessment Centers Coordinator, Northwest Pennsylvania

1 year Career Counselor, Slippery Rock University

2 years Counselor, Washington State University

1 year Director Minority Student Affairs, Seattle University

2-1/2 years Director Multicultural Student Services, Highline Community College

2 years Associate Dean of Instruction, Highline Community College

Length of Service in Present Position: 2 years

Duties and Authority: The Associate Dean reports to the Dean of Instruction and is responsible for the supervision of developmental studies, tutoring center and disabled student services; faculty orientation; faculty development; telecommunication/telecourse programs; and Title III and Assessment/Outcomes activities.

Director of Management Systems

Edward A. Olney

Professional Training:

B.A. Washington State University

Professional Experience:

5 years Program and Systems Supervisor, The Boeing Company

4 years Instructor, Coordinator and Division Chair, Highline Community College

9 years Director, Educational Data Center, Highline Community College

16 years Director Management Systems, Highline Community College

Length of Service in Present Position: 16 years

Duties and Authority: The Director of Management Systems reports to the Dean of Administration and is responsible for all data processing, computing, and communication activities on campus; serves as the designated representative to the computing consortium; and is responsible for planning and implementing information and computing systems that address campus and State Board for Community and Technical Colleges' needs.

Director of Facilities and Operations

Stanley Shaw

Professional Experience:

27 years college facilities maintenance and operations

Length of Service in Present Position: 2 years

Duties and Authority: The Director of Facilities and Operations reports to the Dean of Administration. The Director is responsible for physical plant maintenance, repair and operation; grounds, capital projects, and services to provide a quality facility for instructional purposes.

Director of Public Information

Virgil R. Staiger

Professional Training:

Diplomas: Defense Information School

A.A. Highline Community College

B.A. University of Washington

Professional Experience:

3 years Military Public Affairs

3 years Coordinator of Communications, public school district

4 years newspaper and magazine writing

2 years high school teacher

18 years Director Public Information, Highline Community College

Length of Service in Present Position: 18 years

Duties and Authority: The Director of Public Information reports to the President and is responsible for public news releases; media, legislative, community, and alumni contact; and publishing of college bulletins, brochures, class schedules and catalogs.

Controller

Alicia C. Tseng

Professional Training:

B.S. Business Administration, National Cheng Kung University, Taiwan, Republic of China

M.B.A. Finance & Management, University of Scranton

M.S. Economic Policy & Planning, Northeastern University

Professional Experience:

5 years professional accountant, private sector

5-1/2 years Budget Analyst, Highline Community College

1-1/2 years Controller, Highline Community College

Length of Service in Present Position: 1-1/2 years

Duties and Authority: The Controller reports to the Dean of Administration and is responsible for College financial operations including accounts receivable, accounts payable, tuition refunds, budget monitor and control, investment, and payroll.

Registrar

Booker T. Watt

Professional Training:

B.A. University of Maryland

M.A. Pacific Lutheran University

Professional Experience:

24 years United States Army

2 years Acting Registrar and Registrar, Green River Community College

20 years Registrar, Highline Community College

Length of Service in Present Position: 20 years

Duties and Authority: The Registrar reports to the Dean of Administration and has responsibility for student registration and records, veterans programs, evaluation and graduation, and student data collection.

Director of Personnel

Susan L. Williamson

Professional Training:

B.S. City University

Currently working towards MBA, City University

Professional Experience:

10 years Personnel Services, Lower Columbia College

9-1/2 years Administrative Services, Community College District 12

Length of Service in Present Position: Started October 1, 1992

Duties and Authority: Reports to the College President and facilitates recruiting, selection, payroll, legal affairs, bargaining, and other projects as directed.

Director of Continuing Education

Scott Winslow

Professional Training:

B.A. University of Washington

M.P.A. student at The Evergreen State College

Professional Experience:

8 years with the Private Industry Council

2 years regional manager employment & training firm

2 years Director of a non-profit school

2 years Business Development Coordinator, Highline Community College

1 year Director Continuing Education, Highline Community College

Length of Service in Present Position: 1 year

Duties and Authority: The Director of Continuing Education reports to the Dean of Instruction and supervises business classes; personal enrichment, senior and teen classes; and serves as the campus Evening Administrator.

Director of Library & Media Services

R. Marie Zimmermann

Professional Training:

B.A. University of Iowa

M.L.S. University of Iowa

Professional Experience:

3 years Public Library Director

9 years Regional Library System Director

7 years state agency federal funds administrator and library consultant

1 year Highline Community College Library Director

Length of Service in Present Position: 1 year

Duties and Authority: The Director of Library and Media Services is responsible to the Dean of Instruction. The Director is responsible for the administration of library and media services, working closely with both Instruction and Administration.

FACULTY COMMITTEES

Permanent standing committees are both administratively appointed and are elected. There are also a number of short term or single purpose committees formed to address particular problems or issues. Many divisions and departments also have committees to handle the work of their areas, but these are not formally appointed standing committees. In addition, there is an all-administrative committee (Administrative Cabinet) and an organization that represents classified staff employees who are members of the classified staff bargaining unit, the Washington Public Employees Association (WPEA).

Committee	Members Appointed		Members Elected
Appeals Review Committee	Yes	and	Yes
Administrative Cabinet			Yes, by virtue of position
Commencement Committee	Yes		- - -
Faculty Senate			Yes, by Divisions
Professional Rights and Responsibilities	Yes		
Scholastic Review	Yes		
Advisory Committee on Curriculum	Yes		
Graduation Review Board	Yes	and	Yes by virtue of position
Instruction Cabinet	Members by virtue of position		
Instruction Council	Members by virtue of position		
Instructional Improvement Committee			Yes, by Division
President's Symposium	Yes, by President		
Professional Leave Committee			Yes
Outreach Action Committee	Yes		
Safety Committee	Yes		
Student Affairs Council	Members by virtue of position		
Tenure Review Committee	Yes	and	Yes
Tenure Working Committees	Yes	and	Yes

(Several of above committees also have membership of individuals based on position).

The President meets on a weekly basis with the three deans (which constitutes the President's staff) to discuss the current and planned operations of the College. In addition, all College administrators form an Administrative Cabinet which meets once a month during the school year and considers broader matters of College operation and planning.

Highline has a long tradition of consulting all affected elements of the campus when institutional policy is changed or adopted. The campus Policy on Policies provides that the Faculty Senate, Instruction Cabinet, Instruction Council, Student Affairs Council, Administrative Cabinet and the Classified Staff Association will all be consulted and their advice forwarded to the Board of Trustees, along with the President's policy recommendation.

Under the Washington state law that governs community colleges, tenure is only available to faculty defined as teaching faculty, counselors and librarians. Administrators who have held tenure as a faculty member will retain their tenure as faculty during their administrative appointment.

FINANCIAL PROGRAM

The Controller is the chief finance and budget officer and reports to the Dean of Administration. Overall fiscal management is reviewed by the Board of Trustees and delegated to the President and the deans. The Dean of Administration has responsibility for overall College budget presentation, but the deans supervise budget development and fiscal control in their own area.

The College's day-to-day management and oversight of financial practices rest with the Dean of Administration and the Controller under the guidance and direction of existing state law, state board regulations, and good accounting and finance practices. Internal and external audit reports provide exception reporting, and the State Board maintains an on-going review of institutional practice. Recent audits conducted by the Office of the State Auditor have revealed no audit exceptions for the College. In presentation of the audit to the Board, the State Auditor commended the exceptionally well maintained financial and accounting system records and controls at the College. The auditor noted that for the second straight year there were no audit findings in their report. They considered this not only unusual but a significant achievement.

The budget for the forthcoming year is presented to the Board of Trustees by the Dean of Administration and the Controller after review and approval by the President. Recommendations for changes in the budget are normally forwarded to the President's staff for review and approval. Usually the budget is reviewed in May and presented for action in June (except in years when Legislative action is delayed).

Budget allocations are requested and made in terms of adjustments in individual line items, but considerable flexibility is provided to the units to make changes between lines. Requests for changes are forwarded through the appropriate dean to the Controller's office for implementation. Personnel changes are controlled in a separate but related process in which the President approves all personnel additions or replacements.

Requests for permanent changes to the budget require presidential approval and are relatively infrequent. Deans approve such requests and, if significant, review them with the President. Transfers between dean's units are discussed and approved by the President with the assistance of the President's staff.

The published budget is distributed to all unit managers and indicates the budget at the sub-program level. Expenditure reports are distributed monthly to all managers. These reports show budgeted levels of expenditure expected to date, actual expenditures and the resulting balances. The monthly report for personnel expenditure is an additional report that shows the payments by individual for all permanent positions and is distributed with the summary and operations reports. A report of over/under expenditure for each budget and subobject is distributed every month by the Business Office as a reminder of current status. Monthly reports on expenditures and balances are furnished to department heads.

PHYSICAL PLANT

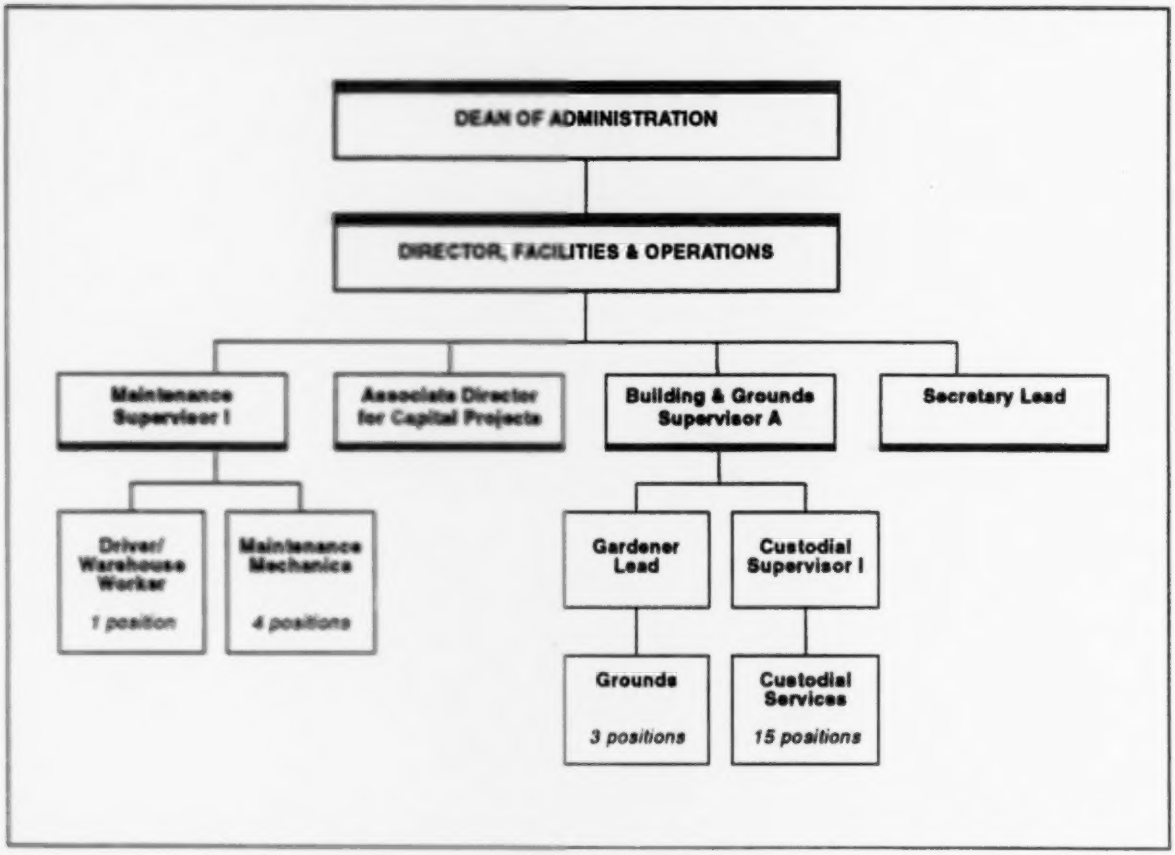
Ongoing day-to-day control of physical plant operation and maintenance rests with the Director, Facilities and Operations and Maintenance, who reports to the Dean of Administration. New construction and major work by outside contractors is usually supervised by the Associate Director of Facilities for Capital Projects who reports to the Director.

The Director, Facilities and Operations, has reporting to him units responsible for maintenance, custodial and grounds work on the campus. A standing amount in the operating budget is authorized for expenditures for repairs, and capital budget funds are also available. Generally larger expenditures (in excess of about $2,000) for maintenance or requiring the use of outside contractors are discussed with and approved by the Dean of Administration.

The Director is responsible for all budgets in budget program 09, except Security. The Director must remain within those budgets as well as abide by state purchasing and contracting requirements.

The appointments of staff in the facilities area are approved by the Appointing Authority on the recommendation of the Director, Facilities and Operations, who selects the staff working in this area pursuant to the state Higher Education Personnel Board procedures and with the assistance of the campus Personnel Office.

Physical facilities development takes place in concert and under the direction of the Director, the Associate Director, and


DEAN OF ADMINISTRATION
DIRECTOR, FACILITIES & OPERATIONS
Maintenance Supervisor I
Associate Director for Capital Projects
Building & Grounds Supervisor A
Secretary Lead
Driver/ Warehouse Worker
1 position
Maintenance Mechanics
4 positions
Gardener Lead
Custodial Supervisor I
Grounds
3 positions
Custodial Services
15 positions

the Dean of Administration. Needs for facilities for instruction, academic support, and student services are discussed in President's staff during the development of the biennial capital budget. Priorities for major new projects, either the addition of new space or remodeling of existing space, are developed in concert with the Instruction Cabinet and appropriate staff groups. State capital budget requests are developed in accordance with and under the guidelines of the State Board for Community and Technical Colleges where system-wide priorities for type of construction, utilization of existing space and costs result in a prioritized list of projects.

Please see previous page for plant's organizational chart.

PUBLIC RELATIONS PROGRAM

The College's Public Information Office serves as the primary office through which inquiries are received from and material is disseminated to the immediate community as well as the greater Puget Sound media outlets. Campus instructional offerings as well as special events and programs, credit and non-credit classes, are described in the Quarterly Schedule which is distributed in numerous places around the campus and mailed to all residents of the district. The public information effort is not specifically targeted to selected audiences but rather strives to communicate information about the College to any person within the district who might be a potential student or supporter of the College.

The office – through the director – plans, organizes and conducts numerous special projects and programs throughout the year. Coordination of legislative activities, as well as preliminary efforts to develop an alumni relations program, are part of the PIO commitment.

Media contacts are maintained with the three major daily newspapers, several suburban papers, and television and radio stations. Photos, press kits and press releases are provided as needed or required. Public service announcements are distributed to radio and television stations when appropriate.

Additional targeted special purpose brochures and announcements are sent out on an as-needed basis. For example, in connection with the dedication of the Instructional Computing Center in the fall of 1991, an informational tabloid was distributed to a large mailing list of alumni, friends and acquaintances of the College as well as to members of the campus occupational advisory committees and local chambers of commerce.

Campus information is primarily distributed through letters and newsletters. Occasional publications from the campus personnel office, the library, grants programs and the general administration office provide additional information. The *Thunderword* is a student newspaper and occasionally serves as a vehicle for campus-wide notices.

The Director of Public Information is a full-time administrative staff member. His office also includes a full-time editor and part-time secretarial help. In addition, student interns and other student help are available as required. The office is heavily computerized and makes use of desktop publishing in producing the quarterly schedules and other publications. An instructional media technician is available to consult occasionally on layout and design, and the facilities of the campus print shop are used to reproduce publications.

ANALYSIS

Faculty attitude towards the administration is generally and widely characterized as favorable. The faculty and administration undertook a two-year process to build skills together towards a collaborative bargaining approach to a new negotiated agreement. Three two-day workshops over a period of two years were held with the Administrative Cabinet, faculty leadership from the Highline College Education Association (HCEA) and other interested faculty attending. During this period the HCEA and the administration twice agreed to extend the negotiated agreement, taking up problems as they arose during this period. The current contract is scheduled to expire in 1993. During this period the collaborative approach was tested in developing a revised approach to the review of tenured faculty. Three members of the President's staff and the HCEA leadership met over four months in fall 1991 and developed a mutually agreed upon revision to the negotiated faculty agreement which was submitted to the Northwest Association of Schools and Colleges.

In the spring 1991, the HCEA called a two-day strike in support of improved state funding for schools and colleges. While many classes were canceled and there was considerable support for the objectives of the strike by both the faculty and the administration, those faculty who wished to teach were able to meet their classes. There was no lingering animosity at the end of the strike, and the relationship between the faculty and administration was probably stronger because of the openness that characterized the strike.

The grievance process is used at Highline and appears to play a central role in clarifying the negotiated agreement or in raising issues that are not now covered in the agreement. The President's staff and the HCEA leadership meet on a regular basis during the academic year to consider issues of concern to both sides as a prelude to collaborative bargaining next year.

In addition to these administrative committees, faculty and administrators serve on committees together throughout the college – working committees for probationary faculty and the review of tenured faculty are two leading examples. Faculty committees play a key role in the selection of new faculty and are involved in the day-to-day administration of the divisions and departments.

The number of faculty tenured each year since the last accreditation report are:

1982 - 4
1983 - 3
1984 - 7
1985 - 2
1986 - 3
1987 - 3;
1988 - 4
1989 - 7
1990 - 4
1991 - 10
1992 - 3

Total 50

The President met with all the Highline faculty shortly after taking office in 1990 and continues to meet with probationary faculty annually.

Annually, all faculty take part in orientation week before the start of classes in the fall. This orientation program covers current topics of interest and provides special sessions for faculty new to the College. Divisional and departmental meetings take place every quarter. These units are the key communication avenues for information about the campus events and concerns. All-campus faculty meetings are held once quarterly and are generally informational in nature. Feedback from faculty to the administration flows through the departments and division chairs to the Dean of Instruction, as well as through the HCEA and the Faculty Senate. The Faculty Senate meets once a month during the academic year to consider matters within its scope. The instructional staff for Developmental Studies has no divisional standing, but acts as a department reporting to the Associate Dean of Instruction for Academic Programs. This status has sometimes impeded communications and the flow of information to these faculty and staff.

Occasional newsletters from campus offices and individual mailings to faculty further communicate information about changes in campus policy. Time is provided at every Board of Trustees meetings for reports from the Faculty Senate and the HCEA. The president of the HCEA attends the study session with the Board.

The Personnel Office prepares and distributes a report on the distribution of women and ethnic minorities throughout the faculty and staff of the institution. All hiring decisions are reviewed by the appropriate dean or the President for compliance with the campus equal employment policy.

Budgets reflect the needs of individual units as recommended by the appropriate administrators and approved by the deans. Campus-wide budget adjustments are reviewed and approved by the President's staff. Unit heads are expected to manage with their allotted resources and that is generally the case. The Dean of Instruction monitors the student-faculty ratios for each instructional division and compares these ratios to those for the state funding model. Section openings and class enrollment rates are monitored carefully from the dean's office, and faculty staffing is assigned in accordance with changes in student demand.

Requests for new resources are given close scrutiny by the business office, the appropriate dean and the President's staff. New resources are so infrequent that, generally, units have had to manage within what has previously been allocated. Across-the-board increases to general operating budgets have typically not been given – rather occasional new efforts, such as the matching funds for resource development or the creation of a badly needed academic computing support staff person, have to be taken from the existing base.

State regulations govern purchases, accounting, record keeping and numerous other areas. Major concerns of the faculty often involve incomplete understanding of the highly regulated nature of state purchasing. The campus purchasing office has developed a series of workshops and informational materials to try to increase understanding in this area, but there are still substantial misunderstandings. State bidding requirements and the length of time required to order and receive material are frequent sources of strain. State regulations often appear to result in higher prices to the campus than might be obtained by independent action. The Director of Purchasing is pursuing some relaxation of these requirements in concert with her colleagues at other community colleges. She has also met with division chairs and the Instruction Cabinet from time to time to review procedures and improve service. A total quality approach to improving purchasing services along with limited exploration of other sources of products is underway.

Within the College, instructional equipment requests are prioritized by department and within division and then rank-ordered by the Instruction Cabinet.

A campus-wide computer purchase committee also plans for computer and related equipment acquisition and advises the Dean of Instruction on the development of faculty office computer hardware and software.

Most of the staff in the Facilities Office have been with Highline for a number of years. Low state operating budgets for maintenance have resulted in a substantial backlog of deferred maintenance which is being addressed through the state capital budget process. Highline is one of the oldest campuses in the state system, and only recently have repair budgets reflected the age of campus buildings. It was also very cheaply built, and wholesale replacement of building systems is needed throughout the campus. The campus presently employs five maintenance mechanics (including a supervisor), and this level of staffing is not able to keep up with the building deterioration. The 1991-93 capital budget request process resulted in only about one-quarter of the identified projects being funded. Renewed efforts to raise the priority given this area are being made at the President's and state board level. At least one or two more skilled trades people, particularly electrical workers, could be used on the campus unless funding was needed for other higher priority areas. Higher Education Personnel Board regulations require the annual performance review of all classified staff.

Dollars spent for facilities maintenance, custodial and grounds as a proportion of total budget at Highline is slightly higher than at other Washington community colleges. The park-like nature of the central campus grounds also leads to slightly higher expenditures for grounds maintenance than other community colleges. A computerized energy management system has resulted in reductions over time in the dollars spent for utilities. Costs of building construction are closely monitored through the state funding model and are reasonable given the nature of the construction undertaken.

Classroom utilization is reviewed and administered by the Dean of Instruction, and currently it is right at the state standard of 33 hours per week of classroom use. Usage of dedicated class laboratory facilities is somewhat lower as might be expected. The growth in space assigned to dedicated laboratories reflects nation-wide changes in the way in which courses are offered, and particularly in the increased use of computers in classrooms and laboratories.

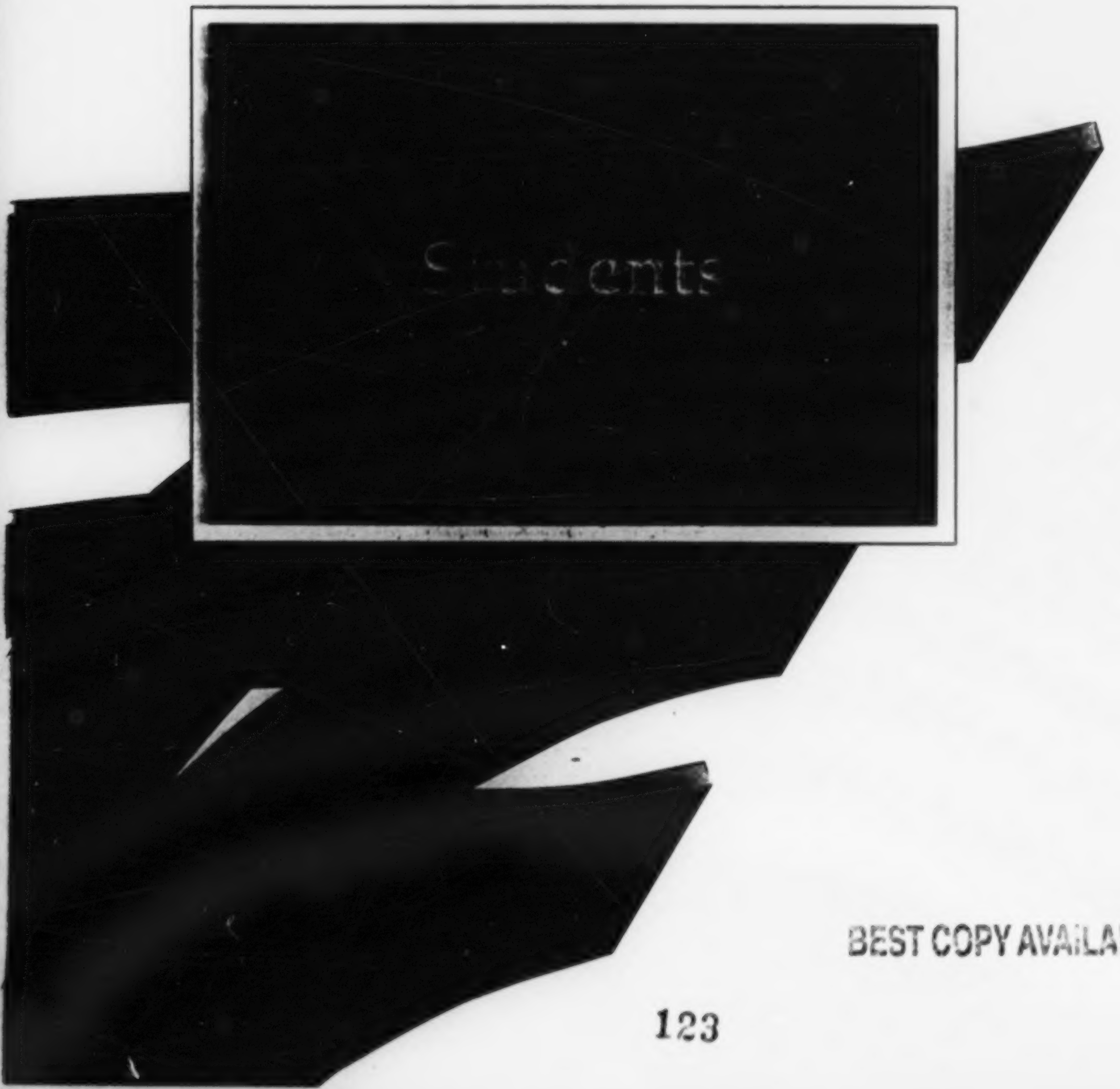
The public relations program is basically underfunded and limited in its outreach. The major vehicle for campus outreach is the quarterly schedule of classes and the biennial college catalog. Very limited development and general information publications exist.

Since the fall of 1990, the Highline Board of Trustees has been one member short. The failure of the Governor to fill these vacancies has hampered the full effectiveness of the board. The existing members of the board, though, have contributed to the energy and excitement on the campus, by participating and being visible at campus activities, and playing a role in the foundation, fund raising, campus art selection and other campus activities. The Board has also shown some interest in the development of a strategic planning process and a broad community college outreach program.

RECOMMENDATIONS

The College needs a long-range academic, physical and fiscal strategic plan to guide its development over the next five or ten years. External trends needs to be monitored and used as a basis for campus-wide discussions and decision on trends in academic and occupational programs and the services necessary to support them.

STANDARD IX



Students

BEST COPY AVAILABLE

STANDARD IX - Students

Co-Chairs: Michael Grubiak, Associate Dean of Students

Committee Members:
Kay Balston, Director Educational Planning
Cerathel Burnett, Director, Multicultural Affairs
Lance Gibson, Counselor, Instructor, Psychology
Bruce Mackintosh, Coordinator, Student Activities
Karen Ng, Student
Marie Richardson-Ferguson, Secretary to Associate Dean of Students

Students

ADMINISTRATION OF STUDENT PERSONNEL SERVICES

Introduction

Student Services personnel at Highline Community College are committed to enabling the people of the community to lead fuller and richer lives. Toward this end, Student Services dedicates itself to encouraging and facilitating the full human development of Highline's students, staff and community. In addition, staff members further commit themselves to promote the value, diversity and individual differences with which each human being enriches the world.

Student Services implements its mission through these goals:

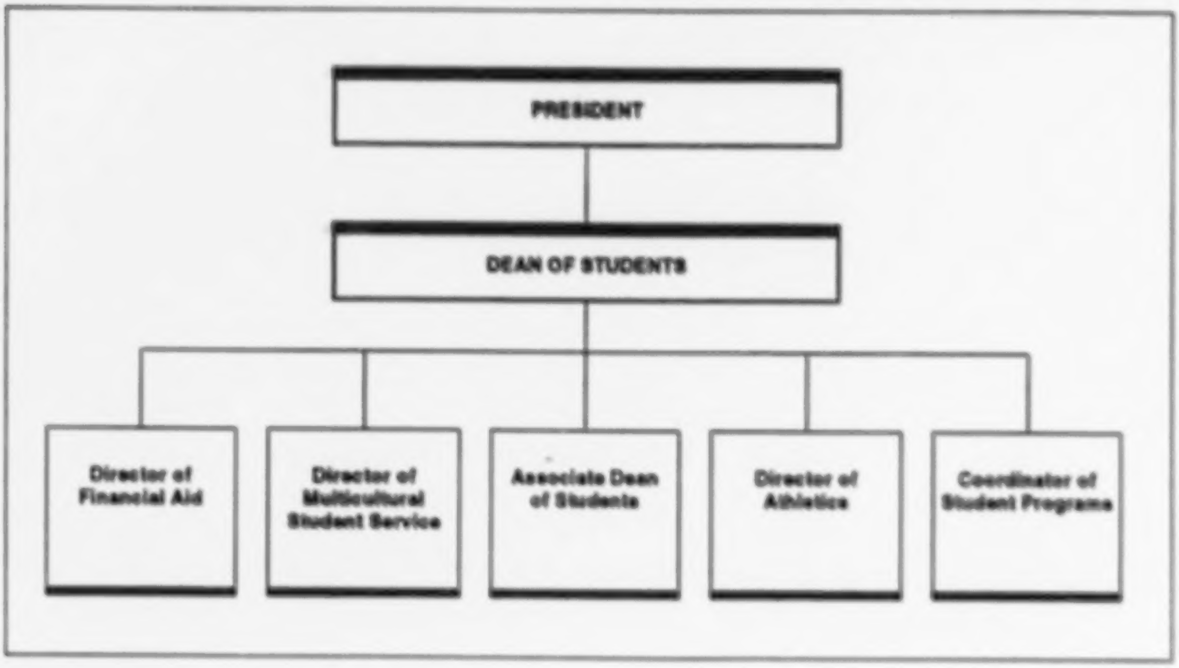
- Promote, support, and contribute to the academic mission of the college
- Promote a quality workplace and campus environment which values and appreciates each employee and each student as a human being and as a fully contributing member of the college community
- Promote positive and realistic self-appraisal
- Promote intellectual, emotional, physical, and ethical development
- Assist students in overcoming personal, physical or educational barriers to success
- Assist people in making appropriate personal, career and educational decisions
- Assist people in appreciating cultural and aesthetic differences
- Empower people to work independently and interdependently

The Dean of Students reports directly to the President. The Associate Dean of Students, Director of Financial Aid, Director of Multicultural Student Services, Director of Athletics and Coordinator of Student Programs report to the Dean of Students. The Student Affairs Council serves as the formal policy council for Student Services. Administration, staff, faculty and student members vote on the council. The Dean of Students conducts regular staff meetings in which both administration and faculty are represented.

Policy statements on students' rights and responsibility, academic freedom and student conduct and activities are addressed in WAC 132I-14, *Student Rights and Responsibilities*.

Analysis

The first listed college objective is "to provide a broad, comprehensive education." The student personnel program contributes to this comprehensive education by providing a wide array of learning activities, programs, and experiences


PRESIDENT
DEAN OF STUDENTS
Director of Financial Aid
Director of Multicultural Student Service
Associate Dean of Students
Director of Athletics
Coordinator of Student Programs

outside the classroom addressing cognitive, affective, social, personal, and behavioral learning objectives. In addition, the program supports and enhances classroom learning through counseling, advising, consulting, and support services.

During the past several years, the student development model has been gradually enhanced through synthesis with the student success model. The College has adjusted its level of intrusiveness in students' academic life from a "freedom to fail" model to a "right to succeed" vision. Academic probation, early alert, educational intervention, mandatory assessment, selective mandatory course placement, and prerequisite course checking have been implemented to mark critical crossroads where student services can make semi-intrusive interventions to help students succeed.

The Dean of Students shares co-equal rank with the Dean of Instruction and the Dean of Administration and as such has equal access to and influence with the President. In addition, the deans and Associate Deans of Student Services and Instruction regularly meet to discuss formal and informal policy structures of the institution and strive for a cooperative approach in meeting College objectives.

The majority of Student Services is housed in Buildings 6 and 8. Most entry level and support services are together in Building 6. However, the Veterans' Advisor and Women's Programs are located elsewhere on the campus. Building 8 houses student programs and student government offices. The cafeteria is located in the same building.

Policy statements relating to students are published in the catalog, *Student Rights and Responsibilities* booklet and the Highline College Education Association (HCEA) negotiated faculty contract. Due process is spelled out in the *Student Rights and Responsibilities* booklet.

Recommendations

Although Student Services manages with existing space, expanded space for child care, job referral, assessment, women's programs, conference and meeting rooms, and auditorium would be helpful.

The budget for Students Services is proportional to the staff and service provided and suffers from the general underfunding facing the community college system in Washington.

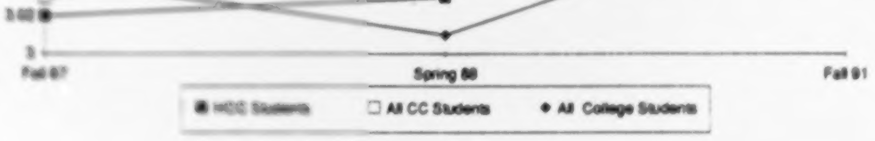
The College does not have a long-range or strategic plan. Student services is part of a beginning process of College planning. It is too early to make projections.

ADMISSIONS

Introduction

Highline College is committed to maintaining an "open door" and admits adults eighteen years of age or older or those holding a high school diploma or GED credential. This is essential to the College's mission and objectives. Some occupational, high school completion, GED, and special programs have restrictive admissions policies and procedures. Highline is in the third of a five-year Strengthening Institutions Grant (Title III) emphasizing a strong student success program and faculty advising to enhance the goal of student success and retention.

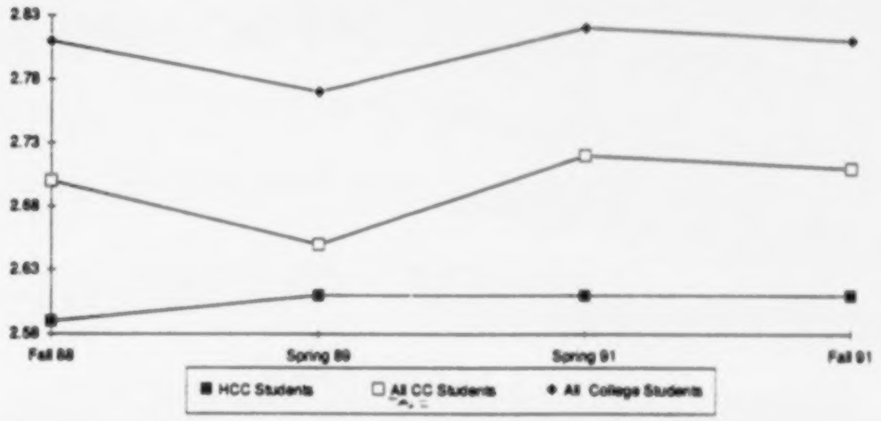
Transfers



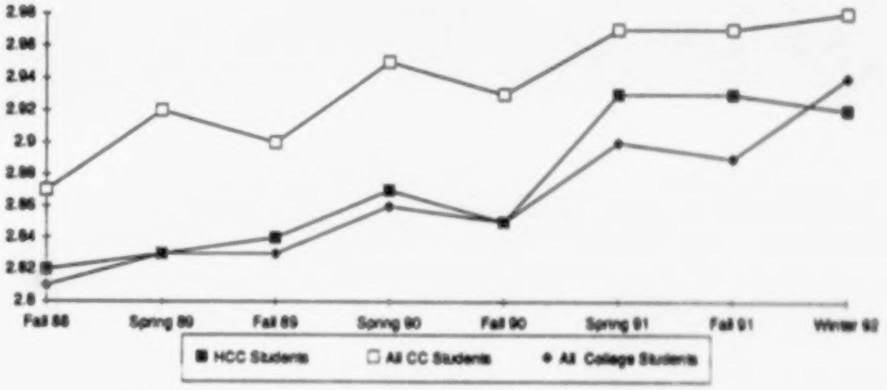
BEST COPY AVAILABLE

Transfers

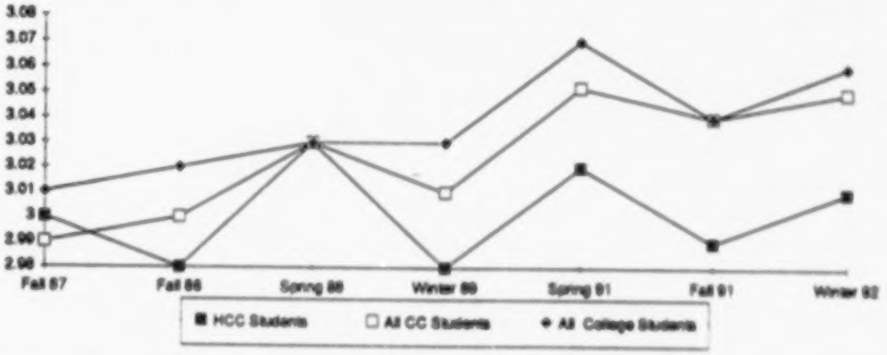
WSU Transfers



WWU Transfers



UW Transfers



BEST COPY AVAILABLE

The Admissions Office generates registration appointments for first-quarter students who have applied for admission to the College. This office also processes applicants for all selective admission programs. The High School and Community Relations Office provides direct services to local high schools and students who are interested in attending the College, as well as representing the College to the community at various civic functions, fairs, festivals, and other events. The Associate Dean of Academic Instruction represents the College on the Intercollege Relations Commission (ICRC). This state-wide group provides articulation between the state's community colleges and the senior colleges and universities.

Statistics to measure student progress toward desired goals are not tracked. As a direct impact from Title III funding, an admissions module will be installed allowing the College to track student activities from the initial point of contact with the College through graduation.

Analysis

Admission requirements are firmly administered with the exception of the International Student Program. An International Student Program Review was conducted spring quarter 1992, and recommendations from that committee have been forwarded to the President. Appeals to established policy and procedures are initiated with the Director of Admissions. New WAC codes (132I-160) became effective summer 1992. These changes reflect actual practice and provide clear procedures, a fair appeals process, and an efficient operation.

The College does not maintain student folders except for special programs requiring applicants to submit materials. In general, transcripts are available through Registration and ASSET scores may be obtained by request from the Testing Office. Next year, as a result of the Title III Strengthening Institutions Grant, counselors and advisors will have computer access to degree audits, ASSET scores and student biographical information.

Transcripts from other colleges are evaluated in the Office of the Registrar. This function is overtaxed and evaluations are often delayed as much as by six months. Advisors and students do not have adequate information for course planning.

Recommendations

The Admissions office should take over the function of transcript evaluating. Funds may be shifted from the Registrar's Office. New computer technology should be used to automate this process. The Educational Planning Center should be part of the evaluation process to link advising services to admission services. Continue to develop the integration of admission records into the SMS.

ADVISING

Introduction

Highline Community College has a dual advising system in which faculty members serve as primary advisors, while Student Services curriculum advisors work in the Educational Planning Center (EPC). The Counseling Center, the Women's Center, Multicultural Student Services, and the Veteran's Office also provide advising services.

Students select faculty advisors from their area of study. However, advising is not mandatory except for students who are receiving financial aid or are carrying credit overloads.

The Associate Dean of Students serves as Director of Advising and coordinates all advising activities on campus. Faculty advisors are tenured or tenure-track. Two full-time curriculum advisors and one part-time evening advisor staff the Educational Planning Center. Additional staff will be added in 92-93. Counselors also provide supplemental services as needed.

The Educational Planning Center (EPC) is a central clearinghouse for information about the College. It is staffed from early morning through late evening. More than 7,000 student contacts were made in the Educational Planning Center during the first two quarters of academic year 1991-1992.

Curriculum advisors and counselors support academic advising by:

- Providing faculty advisors with current information.
- Offering training sessions.
- Serving as consultants.

In addition, Student Services prepares and distributes a variety of advising materials, including transfer information brochures and program planning guides for students. It also develops and distributes advising materials for use by faculty advisors. Curriculum advisors conduct workshops for students on transfer and degree requirements. Faculty Advisors also attend training workshops sponsored by the Educational Planning Center.

Analysis

Students are not assigned faculty advisors. Rather,students select advisors and may or may not formalize the advising relationship by submitting a faculty advisor agreement form. Of 6,508 students given registration appointments for fall quarter 1991, 969 (15%) had selected faculty advisors; 5,539 (85%) had not selected advisors. One hundred eighteen faculty advisors were listed with a range of 1 to 59 advisees. The median was 4.75 and the mean was 8.2. Twelve (10%) faculty advisors advised 43% of the students; 59 (50%) advised 13% of the students.

An area of the advising system in need of improvement is the inherent dichotomy between Student Services' responsibility for administering advising and Instruction's responsibility for delivering the advising service. Nevertheless, Student Services and Instruction need to work together to develop a training program for new faculty and establish criteria for rewarding and recognizing outstanding advising.

The Placement Follow-up Study provides some feedback about advising services at Highline. There is presently no systematic, rigorous evaluation of the advising system. How Highline complies with state-mandated outcomes assessment in the future could well determine an evaluation process for advising.

In spite of limited resources, some noteworthy advances have been made in the arena of advising. These include:

- Computer assisted advising.
- Student Services advisors and faculty are collaborating on program advising.
- The Educational Planning Center is open 60 hours a week.
- Readily available transfer materials.
- Each of the full-time curriculum advisors are assigned specialty areas.

The deficient aspects of the academic advising program include:

- Lack of adequate funding.
- Lack of adequate new student orientation.
- Lack of communication between faculty and Student Services. An institutional advisory committee on student advisement could enhance communication.
- Shortage of comprehensive advising services for evening students.

Recommendations

Continue to differentiate advising services from counseling services. Shift funds from counseling to the EPC. Expand evening advising services. Shift EPC staff to cover peak evening advising periods.

ALUMNI RELATIONS

Introduction

Alumni relations are still in the infancy stage. Alumni efforts are handled on a limited basis within the Public Information Office (PIO). Approximately two percent of the Director's time is devoted to alumni affairs.

Numerous alumni serve on College advisory boards annually. One member of Highline College's Board of Trustees is an alumnus, and three former students are members of the College's Foundation Board, including Norm Rice, currently Mayor of Seattle. In addition, former students who currently own businesses or have hiring responsibilities request Highline students and graduates as employees. Alumni return annually for athletic scrimmages in men's and women's basketball and other college events. More than twenty-five former students are currently employees at Highline.

In fall 1990, the Public Information Office sent a response questionnaire to the last known address of approximately 12,000 Associate of Arts and Associate of Applied Science graduates as of fall 1991. Approximately 800 responses have been received. A similar request has been published in several quarterly schedules.

Analysis

Maintenance of alumni lists is currently through a paper trail. Preliminary input of updated information is currently being entered into a computer data base on a limited basis.

Alumni residing within the College's boundaries receive a class schedule each quarter. Graduates of some occupational programs are included on mailing lists offering special course or workshop training opportunities. This seems to be working.

Financial support of alumni relations has been limited. The support level is similar to institutions in the initial development stages of an alumni relations program. Support should improve as the Highline College Foundation progresses. Financial support is most seriously needed in student scholarships or loans.

Alumni have not played a role in the selection of college officials.

Noteworthy aspects of Highline's Alumni Relations are:

- An alumni relations effort has been initiated.
- The program should improve with Title III grant participation scheduled for implementation in 1993-94. This will enhance the transition to full computerization of alumni records.
- Highline initiated a Distinguished Alumnus Award in 1990. There have been three outstanding recipients: The mayor of Seattle; a nationally recognized woman police detective from Tacoma; and the national Director of Conservation and Science for the American Association of Zoological Parks and Aquariums. Response to the award program has improved each year. It has been successful and created excellent publicity for the College.

Recommendations

- More time and financial resources need to be devoted to the alumni relations effort. Funding through the Foundation should be utilized.
- A strong cadre of alumni volunteers must be recruited and developed.
- Special educational support programs, projects and social activities need to be planned.
- More efficient follow-up procedures need to be implemented.

- Each appropriate campus program or activity - occupational programs, clubs, etc., needs to become more involved in the effort.

ATHLETICS

Introduction

Intercollegiate athletics are an integral part of the instruction and student programs. The basic purposes of the athletic program is to:

- Enhance individual student development.
- Build a sense of identity with the College.
- Strengthen the bond between the College and the community.
- Foster cooperation and competition as important components of American life.
- Offer opportunities for unique and significant educational experiences.

The athletic program is limited to varsity sports, to include:

- Men's Cross Country
- Women's Volleyball
- Men's Basketball
- Women's Basketball
- Men's Wrestling
- Men's Soccer
- Women's Soccer
- Women's Softball
- Men's Track

The Athletic Director is paid from the General Fund and the Student and Activity (S&A) budget. Coaches are paid from the S&A budget. Coaches are in part-time, non-faculty, exempt positions which report to the Athletic Director. There is no athletic trainer. Staff are not part of an instructional unit. The Dean of Students reviews hiring, salary, and terms of employment.

There is no formal written job description for the Athletic Director. The athletic program is an autonomous unit, managed by the Director, under guidance from the Dean of Students. Policy is not reviewed by the formal governance processes of the College. The Registrar determines athletic eligibility. There is no faculty committee. There are no special provisions for advising and counseling services for student athletes. A college credentials evaluator reporting to the Registrar evaluates transfer credits for all students, including athletes.

The President appoints a men's athletic commissioner and a women's athletic commissioner. A written description of the commissioners' role is in the Northwest Association of Community Colleges (NWACC) code book located in the Dean of Students' Office. Information about the role of the commissioners is disseminated informally.

All athletic program funds are managed through standard accounting procedures of the College and are monitored by the Business Office. Copies of audits are available from the Controller. Food and drink concessions and the Booster Club serve as a primary source of external funds for the program. There also are fund raising events conducted for individual sports. Funds raised are managed through the standard accounting procedures of the College.

Ineligible athletes have to wait until the following year to participate again. They need to satisfy the "12-12-36 rule" with a 2.0 GPA before they can participate a second season. Termed the "12-12-36 rule," each athlete must (1) complete a minimum of 12 credits the quarter prior to participation; (2) be enrolled for a minimum of 12 credits whenever participating, and (3) complete 36 credits before participating a second season with at least a 2.0 grade point average.

Analysis

No evaluation of the athletic program has been conducted. The Student Activities and Athletic Commission established by the President to evaluate the program has been dissolved after two years of being unable to achieve its goals.

The College uses the "12-12-36 rule." The rule is reviewed by the Northwest Athletic Association of Community Colleges (NWAACC). The Registrar certifies the eligibility of athletes.

Athletic policy is not reviewed through the shared governance structure of the College. Student Activities funds are allocated upon recommendation of the Student Activities' budget committee, as part of the student government process (RCW 28B.15.045). The budget has been relatively stable over past years.

Although no extensive review of the budgets has been accomplished, budgets may have declined over the past three years. No study of projected budgets has been accomplished.

Coaches, staff and student athletes are informed of policies in an informal manner by the Athletic Director as needed. There is no student athlete handbook. This system seems to be working.

The gymnasium floor is being redone, the shower room re-plumbed. The weight room is below standard. The fields are well maintained.

Recommendations

The College should continue to develop a fair process to review its Athletic program. Consideration should be given to integrating the program more closely with the College community.

BOOKSTORE

Introduction

The Highline Community College Bookstore is located on the lower level of Building 6, utilizing approximately 4,500 square feet.

As a self-support service of Highline Community College, the Bookstore operates to provide the educational, reference and supply materials recommended or required for the curriculum. In addition, the Bookstore is an active participant enhancing campus life via the sale and promotion of college imprinted merchandise, supplemental general reading materials and other related items. The goal is to operate the Bookstore as part of the College's team which works to ensure student success.

Bookstore operations are audited by the Washington State Auditor's Office periodically. The Bookstore follows policies and procedures of the College, rules and regulations of the state of Washington, and professional guidelines of the National Associate of College Stores. Independent physical inventories are conducted in December and June by American Inventory Company and are used to calculate the financial status of Bookstore operations.

Policies are currently determined by the Bookstore manager and the Dean of Administration after discussion with the appropriate consumer group or affected parties. Planning, major policy shifts and store changes are evaluated by the Student Affairs Council.

Analysis

During the past few years the Bookstore has realized profits of approximately 5-7% of gross sales. These funds accrue in the Bookstore Balance Fund and are used for major remodeling, automation or expansion projects. The Bookstore is currently evaluating the possibility of building a larger store near the Student Union Building, Building 8. Construction of a new store will consume much of accrued revenue.

Projects of note include our automation project linking the textbook database with POS cashiering, thereby beginning the process of relocating the bookstore to a larger, more marketable site, and installing new procedures for cash handling.

The major deficiency of the Bookstore is the lack of suitable space to provide the services requested by students, faculty and staff.

Recommendations

Development of Bookstore policy should be more closely tied to the collegial structure of shared governance. At a minimum, policy recommendations should be reviewed by the Student Affairs Council.

CHILDCARE

Introduction

Highline Community College Child Care Center provides service to many parents, particularly those who are low income and with young children and who are unable to attend college without child care, to attain their educational goals.

Purposes of the Center:

- Provide an affordable, developmentally appropriate child care program.
- Provide a "learning laboratory" and a model early childhood program for parents, adult students, and the community.
- Provide support information relating to child development, parenting, and community resources and referral to families.

The Child Care Center accommodates the student's flexible scheduling, short-term, part-day, and quarterly needs. The Center meets the requirements for Washington State Licensing for Child Care Centers, and all local, state, health and fire department regulations, and the National Association for the Education of Young Children (NAEYC) guidelines. The child care program focuses on convenience, quality, and affordable child care for the student parents.

Analysis

The first "four modular" building has been in place for more than 15 years, serving 45 children ages three to six years . With the flexible scheduling to serve parents' needs, the Center serves approximately 75 families per quarter. The second "two modular" building has been in place since January 1992. This building is assigned to serve children twelve months to three years. This Toddler Center is licensed to accommodate 35 children per hour, and again because of the flexible scheduling, it serves about 50 families. The outdoor play space must now be utilized by children from both buildings and is not developmentally appropriate for the toddler age child. Also, because of space and staffing limitations, the Center cannot meet all the demands for child care service at Highline.

At the end of each quarter, parents who utilized the child care services complete a "Parent Survey" to evaluate the total program. In striving to meet the NAEYC standards, parents complete a "Parent Questionnaire." Both the survey and questionnaires provide staff members with information and methods to better accommodate student parents. The information also lays groundwork for student sucess at Highline.

The Child Care Center has been developing services to meet the needs of the children and parents by: Establishing safe and convenient parking for students with young children; expanding hours of services; accommodating child care needs of staff and faculty and other Washington State employees; expanding the age range and number of children served; establishing a day camp program for older children during summer quarter; establishing a "Cross Generation" program with residence at Wesley Gardens; developing a reading program for children by inviting the Highline Community to read to the children; and increased interaction with Education and Parent Education departments by developing the laboratory concept. The above changes have developed because of the parent or child's needs; however, because quality child care is labor intensive, some of the changes have added demands on the budget.

Recommendations

Quality, affordable, and convenient child care attracts, retains, and adds to the success of parent students, faculty, and staff. But quality child care is labor intensive, and creative funding sources need to be developed, investigating local, state and federal grants for funding.

The USDA Food Program should be integrated into the program, interface with instruction to create an "Educational Laboratory School," articulate with community resources and funding, and develop connections with the local public school systems and Central Washington University.

COUNSELING

Introduction

Counseling services are provided in the Counseling Center, Career Center, Women's Center, and Men's Reading and Information Area. Counseling, per se, is provided in private offices in the Counseling Center and Women's Center. The Career Center is located on the top floor of Building 6, a high traffic area that provides visibility and accessibility.

Counselors are faculty members with a minimum of a master's degree in counseling or a counseling-related field.

Population	Counseling Function/Service
Students in Crisis	Emergency Service
Academically at risk	Educational Intervention Program
HCC High School students	Sponsorship Program
Incoming Students	Assist Pre-admissions advising
Career Undecided	Career Workshops; Counseling/ Assessment; Career Center
Men	Men's Reading and Information Area
Women	Women's Counselor assigned to Women's Resource Center
Evening Students	Counseling; Advising

They are registered counselors in accordance with the Washington Administrative Code and adhere to American Psychological Association and American Counseling Association codes of ethics. They provide both direct and indirect services. Direct services include personal and crisis counseling, educational counseling, career counseling, advising, assessment, student advocacy, and consultation. Indirect services include project management, participation in college governance, professional development and records management.

Analysis

Formal evaluation of the counseling program is accomplished by:

- Counselor accountability report
- Annual objectives
- Educational Intervention Study
- Title III Grant - The Student Success Project

Informal evaluation is accomplished through:

- Staff meetings
- Staff debriefings of specific events and programs

Revisions:

- Wrote mission statement
- Refined emergency services
- Updated workshops
- Added Educational Intervention Service
- Added HCC High School Sponsor program
- Added Men's Reading and Information Area
- Remodeled Educational Planning Center
- Remodeled Career Center
- Piloting computer-assisted advising
- Piloting integrated career assessment with entry basic skills assessment
- Piloting early alert.

Improvements:

Title III Student Success Project: Computer assisted advising, expanded career assessment, expanded use of ASSET Placement Test, computerized access to student records, prerequisite course checking, and early alert system.

Continuing to define and differentiate counseling and advising services.

Areas of Strength:

- Highly accessible and competent emergency services
- Title III enhancements to modernize services
- Comprehensive evening services
- Computerized Career Center

Areas Needing Improvement:

- Over-utilization of counselor time for routine advising
- Lack of staff development in diversity training

- Lack of a clearly-defined, consisent, and comprehensive program of counseling support services for learning disabled, culturally diverse, and academically at-risk students
- Lack of formal mechanisms for student input
- Lack of an advisory board
- Lack of dedicated conference, workshop, and testing space
- Over-dependence by college staff on the Counseling Center to handle questions and problems unrelated to counseling.

Recommendations

Continue to differentiate counseling services from advising. Shift funds to obtain a balance between these two functions.

DISABLED STUDENT SERVICES PROGRAM

Introduction

Disabled Student Services:

- Provides special services to ensure equal access in the classroom as required under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the applicable laws (RCWs) of the State of Washington.
- Maintains working arrangements with other public agencies to obtain funding for services.
- Develops a system for faculty to establish appropriate accommodations for students.
- Provides Learning Disability (LD) screening.

Analysis

There is no formal program evaluation. Information is anecdotal. Most students indicate satisfaction with the services; some do not.

The Coordinator's position combines a testing/screening function, a services function, and a compliance function. Responsibility for co-coordination of the tutoring center is also included. Insufficient time is available to perform any of these functions at more than a minimal level. Some conflict of interest occurs in balancing roles of determining eligibility, providing service, and ensuring compliance. Provider of Learning Disability (LD) screening services does not have sufficient training or experience to provide adequate service.

In 1990, the program moved from a half-time Disabled Student Services (DDS) Coordinator position to a full-time position incorporating the duties of Rehabilitation Counselor II, Coordinator of Tutoring Center, 504 Compliance Officer and Learning Disability (LD) Specialist with learning disability testing responsibilities. The multiple demands of the position exceed the time available to provide full services.

Student access to the Coordinator is limited by the number of functions and services required of the position. Faculty do not have consistent access to accurate disabilities education. The reception area is not staffed and funds for adequate clerical support are not available. No formal mechanism for outcomes evaluation deprives the program of feedback.

A lack of funding and incentives for faculty prevents adequate education of faculty.

Disabled Student Services shares space with the Tutoring Center. Physical structure of the room does not allow for confidential conversation; space is not adequate both for learning disability testing and the Tutoring Center because of noise factors.

The program enjoys a positive relationship with The Department of Vocational Rehabilitation and the Department for Services for the Blind. Some difficulties in coordinating testing services for learning disabled students have been encountered but are improving. On-campus coordination is effective. There is good communication with Women's Resource Center and the Counseling Center.

Services are provided based upon eligibility for accommodation, availability of funding, and reasonableness of the request. In order to stretch limited funds, eligibility for service is interpreted narrowly and accommodation is provided minimally. There are no formal outcomes measures. Effectiveness is measured anecdotally.

The Campus Access Advisory Team is updating the campus handbook to support faculty and staff in the provision of accommodations. The Coordinator of Disabled Student Services and Team plan to develop and codify both polices and procedures.

Recommendations

Consider separating service functions from compliance functions. Seek additional referral services in the community. Network services with other Puget Sound community colleges. Limit services to required and minimal essential functions.

EXTRACURRICULAR ACTIVITIES

Introduction

The Student Activities Office participates in sustaining the learning community by joining curricular and co-curricular activities. These methods reinforce the learning environment through:

- Building relationships among faculty, staff and students;
- Enhancing student development in the areas of leadership, civic pride, self-reliance and self-determination
- Strengthening the bond between the College and community.

The Student Activities office also coordinates

- Student Government
- Events Board
- Clubs and organizations
- Performing Arts
- Student Support Services (e.g., Child Care Center, Tutoring program)

The professional student activities staff, club advisors and stipend faculty or staff assist the clubs and organizations in advising, establishing club recognition, budget development, budget management, funding, event planning, and organizational support.

The Service and Activities Budget Committees recommends all budgets for these organizations and programs. The Committee is composed of students from the student government, students-at-large appointed by student government, faculty and staff. The Board of Trustees approves the budgets recommended by the Committee for identified organizations and programs.

Advisers and coaches receive stipends funded by the Student Activities budget, to manage and advise various programs.

Analysis

No evidence exists to show whether or not the objectives as outlined in the Student Activities and Athletics Mission Statement/Objectives, have been obtained. Student Activities has neither tools nor document to assess and measure the success of these objectives. The Student Activities and Athletics Commission, established by the President to assist the Student Activities Office in obtaining a process to measure objectives by 1995, has been dissolved after two years of being unable to achieve its goals.

It is difficult to determine the extent of the student body participation in extracurricular activities. The best guess is that approximately 40 percent of the student body is involved in extracurricular activities at Highline. This percentage was determined through a review of the instructional divisions within the College which are impacted by programs and projects. The following divisions have direct involvement with Student Activities Office: Arts and Humanities; Social Sciences; and Health Education and Physical Education. In addition, Student Activities provides the following student services: Student lounge, games room, free access to magazines, outdoor and electronic readerboards, a weekly bulletin of events and services, and outdoor bulletin boards for posting of events both on and off campus.

In the *Student Rights and Responsibilities Code Book* (WAC 1321-14), the "Right of Publication" (WAC 1321-120-325) describes the right of publication for the student newspaper on campus. It states that the student newspaper, the *Thunderword*, is subject to review by an advisor or instructor as a reasonable precaution against the publication of matter which would constitute illegal publication. The lack of a comprehensive student guide and a specific set of procedures hampers the institution in preventing or resolving possible conflicts.

No campus radio station is available. Student or staff generated television programs are coordinated through instructional programs.

An area of noteworthy accomplishments include:

- Consistent quality of programs presented by the Events Board.
- Membership and programming emphasize cultural diversity.
- Highline Community College's drama department prepares students for entrance into prestigious drama schools.
- The ethnic organizations on campus have greatly benefited from their annual state-wide students of color conference, which was funded through the Student Activities Fees Budget.
- Stipends for club and organization advisors have been helpful in sustaining competent faculty and staff.

Areas of clubs/organizations/student government needing improvements are:

- Lack of an overall plan or direction.
- Inability to conduct a thoughtful program review.
- Inability to prioritize budget requests based on actual student need.
- Clubs and organizations need additional student activities staff time and training to assist the clubs and organizations so they can function at a higher level of productivity.
- Present physical facilities do not allow space for the clubs and organizations to have any offices or work space.

Recommendations

The following areas of improvement are being considered:

- Expand faculty and staff stipends in clubs and organizations
- Locate additional space for offices and reorganize Student Activities to provide support for clubs and organizations.
- Continue to provide more training for students involved in Student Government
- Continue to develop a fair process to review its Activities Program. Consideration should be given to integrating the program more closely with the college community.

Currently, a feasibility study to expand the Student Center to house a larger bookstore and provide more space for all student clubs and organizations is underway.

FINANCIAL AID OFFICE

Introduction

The Financial Aid Office administers all financial aid programs at Highline Community College. The Student Affairs Council currently serves as a policy review board.

The Washington State Auditor's Office is responsible for the office's biennial audits. The most recent audit was conducted during the fall 1991. There were no audit exceptions. The Stafford Student Loan Program was reviewed in February, 1992 by the Northwest Loan Association. Some very minor problems were identified. No system changes were necessary as a result of these financial reviews.

Financial aid eligibility is based on a previous year's income, although financial aid officers can use professional judgment and take into consideratinn special individual circumstances. Financial Aid staff members frequently exercise this option so students can be treated equitably.

Analysis

All financial aid records are computerized. Staff can regularly access data to determine if any students have received funding in excess of demonstrated financial need. No students have received excess aid.

The number of students employed under the federal work-study program during the academic year 1990-1991 was 152. There were also 259 students working on general fund employment. Total expenditures for student employment are about $450,000 annually. Most students work between twelve to fifteen hours per week and are paid $5.25 per hour. There is a high demand for on-campus positions. Significant increases in the State Work Student Program during the next three years is anticipated. The State Work Study Program requires paying students the same wage as classified employees. Because of this requirement, students are only placed in off-campus positions. During the 1992-1993 school year, staff will be placing students on campus and paying Higher Education Personnel Board wage rates. Campus offices continue to request more student help than is currently available.

The Financial Aid Office has a small institutional scholarship program. The office offers fifteen merit scholarships per quarter in an amount equal to resident tuition. There are a limited number of athletic and performing arts scholarships, usually in the range of $150 per quarter. With the establishment of the Highline Foundation, the office hopes to expand its scholarship program. The Foundation provided $3,000 for scholarships during academic year 1991-1992.

The Financial Aid Office also advertises scholarships sponsored by off-campus organizations. One-hundred fifty students received outside scholarships during the 1990-1991 school year.

The College participates in the Stafford Student Loan Program. The number of loan recipients was 186 during the 1990-1991 school year. For the 1991-1992 academic year, it is anticipated that 275 recipients will benefit from this program reflecting current economic conditions in the Seattle area.

Highline Community College's Financial Aid Office's current default rate according to the Department of Education is six percent. This is the lowest rate for community colleges and vocational schools in the state.

The Financial Aid Office does not currently have a short-term loan program. Previous experience with a short-term loan program was not favorable. Loan collections were difficult and the cost of replenishing loan funds is high.

Recommendations

During the 1991-1992 school year, 1,600 students received financial aid funding in the form of grants, loans, and student employment. This represents an increase of 23 percent over the previous school year. The most pressing need is additional staff at our front counter to answer questions and the telephone. Additional staff is also needed to assist with financial aid awarding. With the current budget, this is not realistic.

GED TESTING PROGRAM

Introduction

General Educational Development (GED) tests are developed by the American Council on Education to enable persons not having graduated from high school, to demonstrate the attainment of developed abilities normally acquired through completion of a high school program of study.

All candidates are required to attend orientation before testing. Special arrangements may be made to test handicapped individuals.

The GED Testing Center implements the policies and procedures outlined in the *GED Examiner's Manual* written by the American Council on Education.

Current facilities meet standards established by the American Council on Education and the State of Washington. The testing room, files, administration, scoring and reporting of results conform to strict regulations and standards.

The College sponsors free GED preparation classes both day and evening. Classes are conducted both in the Federal Way and White Center facilities. GED brochures are distributed to a variety of social service agencies located throughout Southwest King County.

The program has not dramatically changed in the past few years.

Analysis

The program has no glaring deficiencies. A test security check was conducted in 1990. Some minor changes in procedures were made as a result of that study. The program follows all policies and regulations as specified by the American Council on Education and directives from the State Board for Community and Technical Colleges.

Recommendations

The amount of material in the files is increasing annually. The filing system is in danger of collapsing from within unless changes are made. All records need to be entered into a data base and secured on diskettes. Money in the GED testing account can be used to pay for such a data base.

HEALTH SERVICES

Introduction

Medical procedures at Highline Community College Health Services include physical examinations, immunizations, and laboratory tests. Records of students, faculty, and staff receiving primary care, emergency care, allergy injections, or consultation are also on file. These records contain documentation of illness or injury, objective data (i.e. laboratory tests or visual observations) physical assessment, treatment plans and health education, and are retrievable for follow-up study, evaluation, continuing procedures or referral. All medical records are confidential.

Medical Personnel includes one Certified Family Nurse Practitioner, one Certified Medical Assistant, one physician consultant, and three work-study students who function in the capacity of receptionist/secretary on staff. There is no physician on staff in Health Services. The Family Nurse Practitioner provides primary, urgent, and emergency care. Medical protocols allows for care and treatment of injury, minor infection, administration of medication and ordering of laboratory and X-ray tests. Students requiring further care, treatment or evaluation are referred to outside agencies.

Analysis

Health Services operates as a health education/information resource and Primary Care facility. The Family Practitioner works closely with College counselors, other faculty members and local health agencies.

Special emphasis is placed on distributing information on AIDS, alcohol and other drug abuse, the promotion of health and personal safety of women, the particular health needs of international students, immigrants, and students of color. A quarterly health newsletter entitled *Words of Wellness* is written and distributed to the campus community.

Salaries and operating costs of Health Services are covered by the College's general fund. Actual fees charged to students are adequate and reasonable. The Coordinator of Health Services is a Certified Nurse Practitioner, a tenured faculty member, holding a Bachelor of Nursing degree from the University of San Diego, a Master's of Arts degree in Adult Continuing Education from Seattle University, and a Nurse Practitioner Preparatory certificate from Brigham Young University. The Certified Medical Assistant holds an Associate of Applied Science degree from Highline Community College. She is a member of the American Association of Medical Assistants and is licensed as a Health Assistant Category C, Category CDEF by the State of Washington.

All health records are updated with pertinent information for each client contact. Medical documentation is recorded in a problem oriented format. Records are stored for ten years; they are then destroyed by shredding.

An accurate record of Health Service contacts is entered on a daily log sheet. A total of 2,251 contacts used Health Services during fall and winter quarters 1991-1992. This is considered a heavy load for one nurse practitioner and one medical assistant.

Health Services is centrally located in Student Services, Building 6, adequately providing a reception area, two staff offices, two examination rooms, two cot rooms, two restrooms, one of which is wheelchair accessible. It is accessible to handicapped students via mechanical doors. Equipment includes an oxygen and recuscitation unit, first aid supplies, microscope, centrifuge, incubator, wheelchair, stretcher and crutches. All equipment is kept in excellent repair. The reception area and staff offices are separated from the examination rooms, cot rooms and main clinic area by a doorway so that privacy can be maintained.

Recommendations

Health Services facility and equipment are adequate. No evening or summer quarter services are provided. Local community resources are limited, but available. The greatest need for the next ten years is in the area of staffing. In addition to the present staff of one full-time certified nurse practitioner and one three quartertime certified medical assistant, long-range staffing plans should include increasing the hours of the certified medical assistant to full-time and adding a part-time registered nurse or nurse practitioner. Due to the increase of life threatening public health problems (AIDS, alcohol and drug abuse), there is an increased need for health education. A half-time health educator is becoming a necessity for the health services program. A half-time receptionist/secretary is sorely needed. New sources of general funds are not available. Health Services must initiate a student fee or obtain a percentage of the student activity

BEST COPY AVAILABLE

fee. Fee-for-service charges will require a billing and collection system.

HIGHLINE COMMUNITY COLLEGE HIGH SCHOOL

Introduction

The High School Program provides high quality, traditionally based, academic education for adult students wishing to earn a high school diploma. This program stresses academic performance and high expectations within a caring and supportive student-centered environment. Program guidelines and requirements follow WAC 180-51-005 through WAC 180-56-325, the *Washington State Requirements and Guidelines for High School Graduation*, August, 1985.

Each student is assigned a sponsor. High School students participate in the same services, clubs, and/or programs as Highline college students.

The high school program occupies classroom space in the Developmental Studies department located on the main campus. Students taking college level coursework for high school credit attend regular classrooms assigned for the course. These facilities are adequate to meet the needs of the High School Program.

Student support services are offered on the main campus and are available for all enrolled students. Counseling, advising, tutoring, health services, etc., are coordinated by the student's sponsor.

In addition to quality instruction in the classroom, individual tutoring and diagnostic testing services are also available. Program advising, a comprehensive counseling service, including career, educational and personal counseling are also available. Special services for disabled students are an integral part of the program.

Analysis

The High School Program underwent an internal formal program review in 1991, as well as a Superintendent of Public Instruction external review. Based on the former review, the following changes were implemented fall quarter, 1991:

- Students entering the program must be nineteen years of age; have a sponsor; meet exit competencies in reading, English, and mathematics.
- Revised guidelines were implemented for evaluating the transferability of credits from a previous high school.

The support and involvement of the College staff has improved. It is still too early to assess these changes.

Strengths:

- Revised brochure and student handbook
- Assigned sponsor
- Exit competencies in reading, English and mathematics

Needs Improvement:

- High school courses are offered during the day only.
- Same high school level courses are offered once in a two-year period.
- Limited entrance into the program
- First-quarter students register late with limited course availability with limited course availability.

Recommendations

- Add night courses
- Offer a student success course
- Add Computer Assisted Diploma Audit

INTERNATIONAL STUDENTS

Introduction

Highline Community College has not written a mission statement or delineated goals or objectives for the International Student Program. Standards set by the National Association of Foreign Student Advisors (NAFSA) have not be implemented. A faculty review committee (spring 1992) could find no evidence suggesting that a program existed on campus. No specific facilities currently exist for conducting an International Student Program. Services had not been assessed formally until spring 1992 when the College conducted a program review. The results and recommendations have been forwarded to the President.

The International Student Program consists largely of an admission and registration process. The College sponsors no specific programs or events on campus nor in the community to promote international exchange and interaction. An orientation course is offered each fall quarter for new students entering the College.

Analysis

The International Student Program does not meet NAFSA standards. There are no published statements concerning a mission statement, policy, goals or program objectives. There is no identified administrator in charge of the program nor any identified budget allocated to international student activities. There is no training occuring for faculty, advisors, counselors, staff, or administrators. No programs or activities have been organized to increase awareness and understanding of other cultures. There are no activities on or off campus designed to enhance international understanding and cooperation.

Until several years ago, a member of the counseling department acted as the International Student Advisor. This person coordinated nearly all academic, social and cultural activites associated with the program. In recent years, no administrator or faculty have been assigned specific responsibilities to develop and implement a full program. The program has been reduced to admission and registration activity. There are currently 101 International Students attending the College.

Recommendations

The International Student Program Review Committee has submitted the following recommendations to the President:

- Discontinue use of the term Foreign Students and substitute all references to read International Students.
- Include the value of cultural diversity and pluralism in the College's mission statement.
- Write a mission statement, goals, and objectives for the International Student Program.
- Appoint an Advisory Board.
- Establish an International Student Center to implement identified goals and objectives of the International Student Program.
- Initiate interface between the International Student Center and the Multicultural Office, services for immigrants and refugees, and International awareness activities.
- Hire a full-time International Student Program Director and a full-time Office Assistant to coordinate all aspects of program development.
- Develop an operational budget appropriate for a professional office that subscribes to the National Association of Foreign Student Advisors (NAFSA) standards and ethics.
- Initiate and implement professional training activities for advisors, counselors, faculty, staff and administrators.
- Expand the ESL program and enrich it with courses emphasizing oral communications and proficiency as well as written expression.
- Offer an orientation course every quarter.
- Develop and implement opportunities for American students to relate to, and form friendships with, International Students.
- Identify and cultivate sponsors and take the International Student Program into the community.

JOB REFERRAL

The Job Referral Office is housed in the Office of the Dean of Students in Building 6 and serves current and former students with information on employment opportunities, campus interviews, job search skills, and employment trends. Students learn of employment opportunities through posted job listings and faculty referrals. An annual employment fair is co-sponsored with Women's Programs and Continuing Education.

The Job Referral Office does not differentiate between current and former students. The office is not presently able to maintain accurate statistics on the number of students placed.

Analysis

An annual follow-up study published by the Office of the Dean of Students is made available to the campus. This study examines the continuation of formal education, full- and part-time employment, salary ranges, employers, and location of graduates of occupational programs.

Program strengths include:

- Provides for contacts between employers and employee candidates through a campus interview program, job listings, job/candidate match, and referral.
- Provides job search information and assists students and instructional programs in developing job search skills.
- Provides the College with pertinent information from follow-up studies of graduates, and from contacts with agencies, businesses, and professional organizations.

The annual employment fair, mini-employment fair panels, and job search workshops have all proved to be especially successful. Employers indicate a high degree of satisfaction with applicants referred by the College. Through cooperation with the Career Center, job-related handouts have been upgraded and refined.

Recommendations

The physical space for job referral activities is inadequate for the number of students being served. Innovative methods of using current staff may need to be considered. Computer utilization will enhance job referral services.

MULTICULTURAL STUDENT SERVICES

Introduction

The Multicultural Student Services Office assists students of color to access educational opportunities and support services within Highline Community College; advocates for students and assists in the development of academic and survival skills necessary for achieving their academic and lifelong goals; and provides quality programs to enhance cultural awareness. This mission statement was developed from *Directions and Challenges: A Manual For Student Success, 1989.*

The Community College Transition Program (CCTP) is a partnership between the University of Washington, through its Office of Minority Affairs, and community colleges in Washington State. The program's purpose is to assist applicants to the university make the transition from high school to the university easier and less costly through the Educational Opportunity Program (EOP).

The Highline Community College Multicultural Student Services Office adheres to the Washington State Student Services Commission (WSSSC) standards. The programs and services offered were designed based on the WSSSC model.

Analysis

The Multicultural Student Services office is located on the upper level of Building 6. The current facility includes one secretarial/reception area, one main office and two partitioned office spaces. The structure of this facility is limiting. It does not accommodate large group meetings nor does it allow student leaders necessary work space.The development of partnerships both on and off campus has strengthened the Multicultural Student Services program. Collaboration on projects, assistance in programming, consultation on cultural issues, and committee work has proven to be an effective method of team building.

There is more work to be done in the development of a cooperative link between Multicultural Student Services and the Counseling office. Linkages have been developed with various off-campus agencies such as El Centro de la Raza, Asian Counseling and Referral Service, and Day Break Star, all of which are used as referral sources for students and staff.

To determine the appropriate mix of services provided to students, the Multicultural Student Services Office has used the *Manual for Student Services* as a guide. The State Board for Community and Technical Colleges has developed new programs and projects for this specific population. In coordination with this effort the office has participated both in planning and implementation stages.

Effectiveness is measured by the numbers of students seeking and receiving services as shown in the office's quarterly report. Program and service evaluation forms were introduced fall 1992 which will offer more specific information.

The Multicultural Student Services office has added one 63 percent staff person to the office in the last five years. Two partitioned office spaces have been added to allow for this growth. Changes and growth have been minimal. To better serve students, adding another staff person and possibly changing the 63 percent staff position to 100 percent is in order. To fund these positions, the office will actively seek grant monies. Current programming is effective and has been consistent over the years. The numbers of ethnic students enrolling at Highline are increasing, and staffing and programming will have to increase to meet the demands.

The Multicultural Student Services office is very successful in working with our targeted student population. A variety of cultural activities and programs which enhance the awareness of the campus community are presently offered. The current programming as described above is adequate to serve the current population of students of color.

Recommendations

The location and size of the office is not conducive to student groups. Additional staffing would increase the level of productivity, programs and services to students. Another area in need of improvement is the inability of the director to contribute effectively to the campus and its policies. Although the WSSSC manual specifies the need for the Director of Multicultural Student Services position to be upgraded to administration, the current staffing structure, specifically at the administrative level, does not allow for this change. Considering this fact, the director must strive to be an equal partner in the institution's strategic planning.

Planned activities include: expanded use of computers including linkages into the computerized degree audit information, due on line later this year; a Peer Mentoring program; and expanded recruitment activities. Staffing additions and changes are contemplated, as well as more effective ways to track student success through early intervention activities.

Increasing demands and new programming mean an increased need for additional funding. To address this need, new and creative ways to fund programs are considered. Funds from the King County Arts Commission for cultural programs have been received. Other outside resources, state and local grants, and other creative ways to fund these increasing demands will be investigated.

ORIENTATION

Introduction

Highline Community College does not have a formal orientation program. Rather, orientation is a series of individual student-initiated events. Students are oriented at a variety of contact points during the pre-admission and pre-registration phase of their first quarter.

There is no longer a large group post-registration orientation program, and the format is more individual.

Analysis

Group orientation has not been successful. It has been tried through the years as both a pre-entry activity and in seminar format during the second week of each quarter. Attendance has been dismal, although those who did attend reported a reasonably satisfying experience. A review committee recommended that orientation in large groups be disbanded in favor of a more individual approach emphasizing the selection of a faculty advisor.

Now the emphasis is on providing an accessible range of student services as focal points in which student orientation begins. For example, students may begin their orientation with a visit to Women's Programs, or Multicultural Student Services, or the Educational Planning Center, etc. This process becomes formalized when students are given registration appointments. At registration, students receive an orientation and registration packet and view an audiovisual presentation. Faculty advisors meet with each student to initiate a partnership between the student and the advisor or the sponsoring department. The diffuse nature of the program, plus a lack of follow-up data, makes evaluation difficult. Student comments in the 1990 Follow-up Study indicate mixed views on the orientation/advising/registration process.

The Orientation Coordinator meets regularly with the Associate Dean of Students. No formalized evaluation procedure is used. The needs and opinions of faculty, counselors, curriculum advisors, students and office personnel need to be assessed.

Recommendations

The orientation program needs to develop a mission statement and establish specific goals. When this has been accomplished, then the question of ongoing assessment can be addressed. Much work remains to be done to help students interpret the institution's curricula, its range of extracurricular activities, total facilities, and its general educational purposes. Title III is funding a pilot program to develop multimedia orientation and advising information.

REGISTRAR

Introduction

The Registrar's Office collects and processes student biographical and other information to enroll students in classes and to create student academic records.

These records serve as both permanent student academic records and accumulated data for enrollment, and historical and statistical data for use by the College, state and federal agencies.

The functions of the Registrar's Office include:

- Enrollment of students.
- Creation and maintenance of student academic records.
- Certification of athletic eligibility for team sports participants.
- Verification of student enrollment and academic progress for student insurance, Good Student discounts, Identification Cards, Student Loan Deferments, etc.
- Evaluation of credentials for students transferring from other colleges/universities.
- Evaluation and processing of Graduation Applications for one-year certificates and Associate Degrees.
- Management and maintenance of student records.
- Processing of student transcript and records request.
- Collection and processing of student tuition and fees.
- Serving as a liaison source between students and the college employees.
- Certification and verification of enrollments of Veterans' Affairs funded students to the Veterans' Affairs; verification of enrollment into required classes and monitoring required class attendance.
- Coordination of special course needs with instruction, based upon input from students.
- Preparation of enrollment and statistical reports as required.

ENROLLMENT DATA

	1989-90		1990-91		1991-92		1992-93	
	HEADS	FTE	HEADS	FTE	HEADS	FTE	HEADS	FTE
SUMMER	3372	972.8	3732	1075.3	3931	1159.1	3775	1163.3
FALL	8952	4906.8	10645	-4554.1	10802	5115.7	10719	5111.4
WINTER	9105	4498.1	9433	4632.6	9577	4697.0		
SPRING	8694	4038	9918	3836.8	9041	4360.8		

The automated records system (Washington Community and Technical College Computing Consortium) provides fast and efficient data for use by the faculty, administration and other agencies. Quarterly class and FTE enrollment data is available. Student data and information are stored on computer disc, computer tape, and microfiche. Student enrollments are processed by appointment seven weeks each quarter using a computerized on-line enrollment system. Some enrollments are processed either by mail or telephone.

Students process changes to their quarterly class schedule during a specified period each academic quarter. Class rosters are routinely furnished to the faculty seven times quarterly.

The Registrar's Office processes grades, evaluates student transcripts, and evaluates and processes graduation applications (approximately 1,200 annually). Graduation applications currently are being manually processed, but due to receipt of a Title III grant, the institution is in the process of automating the graduation process. Student records are created, managed and maintained in accordance with American Association of Collegiate Registrars and Admissions Officers (AACRAO), state and federal guidelines.

ASSOCIATE DEGREES AWARDED*

	89-90	90-91	91-92
Associate of Arts Option A	473	456	502
Associate of Arts Option B	32	27	32
Architecture			1
Business	15	13	18
Engineering	13	10	10
Electrical Engineering	2		
International Trade			1
Mechanical Engineering	2	1	1
Microbiology		1	
Natural Science		1	
Pre Vet Medicine			1
Zoology		1	
Associate of General Studies	17	7	17
Associate of Applied Science	312	311	270
Accounting (Practical)	7	9	2
Administration of Justice/Law Enforce	19	12	9
Advertising/Public Relations			
Air Transportation Business	28	31	25
Business (General)	12	19	12
Computer-Aided Drafting Technology	3	1	
Data Communications Specialist	2	4	4
Data Processing	10	9	3
Diving Technician	13	9	7
Education: Early Childhood	11	6	9
Education: Special Ed./Paraprofessional	3	1	1
Fashion Marketing	11	10	11
Hospitality/Tourism Management	8	9	
Interior Design	22	10	13
Jewelry/Goldsmithing Technology	2	1	2
Journalism/Mass Media	3	1	2
Legal Assistant	35	33	31

(continued next page)

* These figures include only degrees and certificates that have been formally awarded. It does not include degrees and certificates that have been completed but were not applied for.

An Athletic Eligibility Listing is maintained in accordance with guidelines furnished by the Northwest Community College Athletic Association (NWCCAA) for students participating in organized team sports.

Facilities are inadequate due to lack of sufficient space to accommodate our equipment and staff. It is anticipated that additional space will be available within the next five years after the College bookstore is relocated.

Older generation computer terminals are being replaced with newer ones. Personal computers and computerized cashiering system with new hardware are now a part of the Washington Community College cashiering system. New equipment has been made available as needed. Plans to

ASSOCIATE DEGREES AWARDED
(con't from previous page)

	89-90	90-91	91-92
Legal Secretary	7	8	6
Library Technician	5	13	5
Manufacturing Engineering Technology	9	9	7
Marketing & Selling	6		1
Medical Assistant	10	5	8
Microcomputer Info Systems Specialist	9	17	10
Nursing-Registered	42	35	51
Nursing: RN Articulation (Ladder) Program			
Offset Printing	4	10	5
Personnel (GB)		2	
Production Illustration		5	5
Professional Secretary	5	9	8
Respiratory Care	6	16	15
Small Business Entrepreneurship	2		
Technical Writing		1	
Telecommunications Management		1	1
Word Processing Specialist	18	15	17
Certificates	117	63	84
Automotive Services	3		
Bookkeeping	15	6	10
Child Care Provider	3	3	
Computer-Aided Drafting	8	6	12
Dental Assistant	8	2	13
Diving Technician			1
Hospitality/Tourism		2	
Jewelry/Goldsmithing	6	5	8
Library Technician	1		1
Marketing & Selling	8	2	1
Medical Secretary Receptionist	4	2	3
Medical Transcription/Word Proc		3	3
Microcomputer Info Systems Spec	23	7	1
Offset Printing	1		
Production Illustration	7	1	2
Rehabilitation Assistant			
Technical Writing	1	6	6
Telecommunications	6	3	1
Television Production	2	7	1
Transportation Agent	5	4	11
Typist	4		3
Word Processing	12	4	7
High School Diplomas	107	182	118

replace the bulky/large office desk with modern modular furniture during the summer 1993 is underway.

Analysis

The Registrar, an active participant in faculty-sponsored functions and meetings, has excellent rapport both with faculty and students, thereby enhancing communication.

Students with problems may walk into the office without an appointment to see the Registrar.

Transcripts for students enrolled winter 1986 and after are stored on computer tape, with a microfiche backup. Transcripts for work completed since fall 1985 are available on-line from the computer and are transmitted electronically to most Washington Community Colleges. Student transcripts through fall 1985 are stored in the Registrar's records vault with a microfilm backup.

Staffing has not been adequate to evaluate transcripts from other colleges in a timely manner. Some students have had to wait over two quarters since graduation evaluations must take priority.

Under the College's Title III Grant, a degree audit template for the One-year Certificate, transfer One-year Certificate, Two-year Transfer Associate's degree and for certificate and degree occupational programs is underway. This change will enable the staff to obtain an accurate count of degree and certificate earners.

Enrollment data is distributed to College administrators and division chairs daily, with a Reading File available and accessible in the office to faculty and the college community.

The College bulletin and the student newspaper, in addition to the Quarterly Class Schedule, are used to disseminate information to students and the general college community.

Other services affiliated with the Registrar's office include:

Veterans Services: Responsible for recruitment, enrollment, and certification of class enrollment and academic progress to the U.S. Department of Veterans Affairs. This office is staffed by 1.5 college employees and some Veterans Affairs funded Work Study students.

Office of Special Needs: Maintains liaison with various federal, state, local, social and private agencies and organizations for contractual training of their clients and employees. The office initiates a billing process to these agencies, provides some academic advising and assists in monitoring the students academic progress. The office shares space with Veterans' Services. It is staffed by the same college employees as our Veterans' Services Office, with some additional college workstudy students.

Evaluation and Graduation: Conducted by our Credentials Evaluators. International Credentials are evaluated by the Registrar.

Cashiering: Collects student tuition and fees, coordinating with the College Controller. The cashiering staff reports to the Registrar.

Recommendations

Divide graduation evaluation from incoming transcript evaluation. Shift the transfer evaluation function to the Admissions office with supportive funding.

TESTING

Introduction

Highline Community College's testing program employs both educational and psychological tests. Interpretation of test data is available for students.

ASSET is conducted on the main campus in classrooms under a variety of conditions. Some classrooms are noisy or overcrowded. Psychological and career assessments are conducted in offices, workshops, and the testing room.

ASSET, a nationally recognized college placement test developed by ACT, is offered to all incoming students for advising and placement purposes. In 1991-1992 approximately 5,500 ASSET tests were administered.

Career testing includes: Strong Vocational Interest Blank (SVIB), Myers-Briggs Type Indicator, Career Assessment Inventory (CAI), Checklist of Occupational Clues, SDS, and individual computerized career inventories-SIGI-Plus, DISCOVER for Adults, EUREKA Micro-Skills Inventory, and CLUES (WOIS).

Psychological testing includes MMPI, MMPI-2, WAIS-R, Edwards Personal Preference Schedule, Rotter Incomplete Sentence Blank, Rorschach, TAT, Slossen, and Tennessee Self-Concept.

The Associate Dean of Students provides overall supervision of Highline Community College entry skills, GED, career, and psychological testing services. The Associate Dean of Students has a Master of Education degree in Guidance and Counseling. A full-time testing clerk administers the ASSET and GED testing programs. Professional counselors interpret career and psychological tests. Students using the computerized assessment programs are assisted by trained Career Center technicians.

Analysis

Informal evaluation and changes are accomplished through regular Counseling Staff meetings and Career Committee meetings. There is no formal evaluation process.

Strengths: Highly trained testing clersk, counselors and technicians use the latest versions of each test.

Needs Improvement: Lack of individualized computer diagnostic testing for placement purposes; lack of centralized, secure and exclusive testing area; lack of group career assessment for incoming undecided students.

Recommendations

At this time pilot programs, funded by Title III, are underway to improve group career assessment and follow-up and to disseminate ASSET scores to faculty offices via computer.

- A centralized testing area providing a secure area for test storage, ample space for group testing, and computer facilities for scoring and statistical reports.
- Computerized adaptive diagnostic testing (COMPASS, available from ACT, June 1992) for special populations.

UNION CAFE

Introduction

The Union Cafe is a self-support service of Highline Community College operated to provide refreshments, snacks and light meals to the campus community. It is located in the Student Union, Building 8, near the center of campus. The Cafe, Union Bay Room, and the Tazza Espresso/Bakery occupy approximately 7,500 square feet on the lower level.

The Union Cafe is not a traditional food service. The college's 10,000 students need fast food or light service rather than a dining or residence hall environment. The Cafe service has been adjusted to facilitate the needs of the commuter, non-resident student.

Analysis

During the summer 1991, the college remodeled Building 8. An analysis of the first six months of operations indicates increased sales and customer counts, an environment that has become more active and interesting. Customer response cards indicate that although food prices are reasonable, improvement in product quality, menu variety, and service are needed.

The Union Cafe follows policies and procedures of the College, rules and regulations of the state of Washington and the professional standards of the National Association of College and University Food Services. The Cafe is also planning design changes as well as layout and procedures evaluated by the Student Affairs Council.

Recommendations

A noteworthy aspect of the Cafe is the Tazza Espresso/Bakery. Improvements needed are the lack of menu development, and a change to a modern convenient operation. The Cafe continues to operate as a K-6 elementary school food program rather than a food court system similar to those being developed in colleges, universities, malls and other locations across the country. Professional development of staff and increased awareness of marketing trends by management staff will help correct this problem.

The Union Cafe will need extensive professional development and continual fine tuning of menu selections, and the selection of proper equipment to prepare those selections.

WOMEN'S PROGRAMS

Introduction

Women's Program is housed in a building annex with two small private offices and an open area. It accommodates six to seven employees. In an adjacent building, additional office space (a former classroom) accommodates two employees.

The Women's Program provides Emergency Educational Scholarship Funds for women students. Coordination efforts with Counseling, the Educational Planning Center, the Career Center and other student services inform women students of the availability of these funds.

The office coordinates and refers participants to many on-campus programs and serves a large number of non-students or newly-enrolled women.

Program staff give presentations on job search skills in occupational programs, and recruits women into non-traditional programs. The office sponsors an Annual Job Fair, with the Job Referral Office attracting at least 200 participants. The office also provides sexual harassment complaint procedure facilititation.

In addition, the 1992-1993 equity grant, will coordinate efforts and resources with the College's affirmative action office.

Analysis

Under the 1991-1992 Carl Perkins Grant, the program's collaborative work with community social service agencies has increased. Two productive and interactive relationships are with Burien Financial Independence Program (FIP) and Welfare Rights Organizing Coalition (WROC). Not so productive are those with Contract Based Education/Federal Way Continuation High School, Federal Way Jobs program, Highline Satellite School and South King County Multi-Service Center. Proposed Carl Perkins grants for 1992-93 will concentrate more on Burien, Washington Financial Independence Program, Welfare Rights Organizing Coalition, and Renton, Washington YWCA.

Client referrals to community agencies are frequent. Until 1991-1992, target groups were essentially displaced homemakers, career women, and women in their 40s or older. Target groups now also include teenage mothers and women students using public assistance because of changes in national socioeconomic factors. The change has been deliberate and well-founded, according to staff members.

Changes occur depending upon the Carl Perkins grants received. Counseling and employment specialist services, and the number of staff and outreach activities all depend upon receipt of the Carl Perkins grants. Staff have been informed that it is unlikely that further Carl Perkins grants will be available after a three-year funding round. This is the Women's Program second year. Staff members indicate a much stronger program would be available if funding for positions and services was permanent.

Apart from those indicated in Attachment III by their ratings of 9 or 10, included are other areas of strength:

- Employment search services
- Academic advising
- Crisis intervention
- Services for displaced homemaker
- Teen parent services

Areas in need of improvement:

- Determining changing community needs by evaluation forms and questionnaires
- Attracting program/services students already enrolled
- Lack of physical space for all of our operations
- Location is not visible enough
- Staff are underpaid for their qualifications
- Lack of job security makes staffing unstable
- Budget not enough to cover all necessary supplies and books

Evaluations are conducted from program clients on their individual community and on-campus groups, local Social Service caseworkers, campus faculty and staff.

Recommendations

Facilities would better meet program needs if the office could expand its space into one location. A gathering area for students and other program recipients is needed. Campus and community needs could be better accommodated if the office were centrally located where student population is concentrated, allowing more accessibility and higher visibility.

Because many of the women served are from the community and not enrolled at the College, strategies for meeting the needs of on-campus students and for recruiting them to participate in our activities are needed. Possible means to achieve this might be to strengthen project coordination and relationships with Student Activities, Student Events Board and Multicultural Student Services. Ongoing relationships with instructional programs require more consistent input and impact on curriculum decisions concerning equity issues, e.g., in-class presentations, curriculum consultations, offering academic credit for select Women's Programs seminars, and women's studies courses.

Attachment I

In accordance with WACCWP (Washington Community College Women's Programs) printed guidelines and the Women's Programs section of **Directions and Challenges: A Manual for Student Services** , and RCW 28B.110 (Gender Equity in Higher Education), our mission and goals are as follows:

The **Mission of Highline Community College Women's Programs** is to provide programs and services within the higher education system which empower women to take control of their lives and become equal contributing members of society.

Goals:

- To sponsor programs for women who may not enroll at Highline Community College or succeed at Highline without such programs. Such individuals may be displaced homemakers, low income women, single parents, lesbians, and women in transition.
- To advocate for an equitable classroom and campus climate for all students, faculty and staff through programs and policies which work to eliminate sexism, classism, racism, homophobia, sexual harassment and inappropriate or insensitive behaviors.
- To provide a link and communication between the campus and our community.
- To provide our target population both with ond an off-campus referrals for services that cannot be provided through the Women's Programs.
- To raise the awareness of HCC students, faculty, staff, appropriate politicians and the surrounding community regarding issues that affect the social and economic status of women in order to improve such status.
- To raise money to provide education-related funds in times of emergency to low income women to retrain them in college.
- To promote a safe campus climate for women and train them in safety issues in general.
- To promote transfer and occupational programs which result in a livable wage and to provide job readiness skills for our target population.
- To ensure program viability through stable funding and staffing.
- To maximize program effectiveness through a defined plan of program promotion and campus visibility.
- To share and gain expertise through networking with similar programs in the state, and through staff training and development.

- To provide women students the opportunity to gain leadership skills.
- To design programs and services which meet the special needs of women of color on campus and in the community.
  To build a staff which reflects the ethnic, racial and economic backgrounds of our clients.

Attachment II

Projects, Programs, Services

Women's programs offers:

- Referrals to community resources
- Classes and workshops
- Occasional workshops on such topics as beginning computer skills and survivors' recovery
- Individual counseling
- Job search assistance
- Brown Bag and Evening Discussion workshops
- Support groups
- Discussion groups
- Special events
- Drop in support

Attachment III

Suggested Components of Women's Program

(see next page)

The following are the suggested components of a Women's Program listed by WACCWP and the handbook entitled *Directions and Challenges: A Manual for Student Services:* We have rated our own program against these standards on a scale of 1-10.

	1	2	3	4	5	6	7	8	9	10
PRIMARY OBJECTIVES										
Student self-sufficiency programs									X	
Recruitment					X					
Retention				X						
Curriculum development (Women's Prog.)							X			
Counseling									X	
Support Services									X	
Sex equity efforts								X		
Community Relations							X			
ACTIVITIES TO SUPPORT OBJECTIVES										
Free Workshops on women's issues										X
College orientation/financial aid info.										X
Interagency coordination								X		
Public speaking								X		
Crisis intervention									X	
Counseling									X	
Resource development							X			
Community needs assessment				X						
Information and referral									X	
Classes										X
Lecture series										X
Special events										X
Staff development						X				
Fund raising						X				
Support groups									X	
Women's Studies courses **(N.A.,but would like to offer)**										
Liaison with disabled/multicultural centers			X							
Continuing Education classes (N.A.)										
Scholarship information				X						
SERVICE TO SPECIAL POPULATIONS										
Re-entry students										X
Academically disadvantaged								X		
Nontraditional					X					
Single heads of household										X
Public assistance/FIP/JOBS recipients										X
Minorities					X					
Low income										X
DVR recipients							X			
ABE/GED							X			
Emotionally handicapped									X	
College employees			X							

BEST COPY AVAILABLE

Attachment IV
HCC Women's Program Quarterly Report

HCC WOMEN'S PROGRAM QUARTERLY REPORT
FALL 1991 SEPT. - DEC.

# SERVED:
(Includes duplicates; some women received more than one service)

In Person:	579
By phone:	444
Workshops:	1051
Special Evts:	29
Total:	2103

SERVICES PROVIDED:

Referral to services:	328	Workshops/groups:	1091
Job readiness:	421	Support:	83
College advising:	212	Special events:	29
Counseling:	277		

TITLES OF SOME WORKSHOPS FALL QUARTER:
Career Decision Making
Employment Readiness
Part Time/Temporary Jobs
Self Esteem
Date Rape
Seperation/Divorce Group
Women's Support Group
Making It Work (Students & Welfare)
Women Student's Club

DEMOGRAPHICS: (unduplicated)

Single Head of Household:	158
Displaced Homemaker:	206

COMMUNITY OUTREACH:
Burien DSHS
Welfare Rights Org. Coal.
SW Soc. Serv. Coalition
Tukwila Police Dept.
Soroptomists
Federal Way Family Services
AAUW
Contract Based Education
Federal Way Multi Service Center
So. King Council of Human Services

CAMPUS COORDINATION:
Presentations on job readiness, equity or sexual harassment to: Legal Assistant Program, Office Occupation Program, Dental Assistant Program, Administration of Justice Program, Sociology Class.
Revision of sexual harassment brochure with Personnel Dept.
Committees: OAT, Dean of Students, SAC

EDUCATIONAL EMERGENCY SCHOLARSHIPS AWARDED: 19

STANDARD X

Scholarship & Research

BEST COPY AVAILABLE

STANDARD X - Scholarship and Research

Co-Chair: Dr. Robin Buchan, Instructor, History

Committee Members:

Sheryl O'Dell, Secretary Senior, [illegible]

Dr. Phillip Sell, Instructor, Engineering

Charles Stores, Instructor, Biology/General Science

BEST COPY AVAILABLE

Scholarship & Research

INTRODUCTION

Highline Community College is primarily a teaching institution; thus, while its mission does not preclude research or faculty scholarship, it would be fair to say that the policies do not greatly encourage nor provide major incentives for activities other than teaching. The College does, however, have some provisions for faculty who wish to delve into research and scholarship. Several faculty have and do continue to receive professional leave, Instructional Improvement awards, and various grants allowing for some remuneration while conducting research.

Highline College has the unique distinction of being the Federal and State Documents Depository. Within our College library we have a genealogy collection; specialized art exhibits; unique television studio area; and a satellite disk which brings into the library and beams back-out for tele-conferences; and the science department has a greenhouse.

Research and scholarship are certainly conducted at Highline College but is focused directly, in accord with our chief mission to teach, on efforts to enhance student success rather than indirectly, as is the case at senior institutions, on advancing the frontiers of general knowledge. Research efforts appear to fall into the following categories:

- Teaching Effectiveness
- Counseling
- Campus Environment
- Student Outcomes
- Faculty Publications

Examples of these research efforts are:

Teaching Effectiveness

- "The Effects of Logic on Achievement in Intermediate Algebra" by Dr. Ron Engstrom, Math Instructor
- "In-Service Vocational Teacher Education" by Dr. Phil Sell, Engineering Instructor
- "Instructional Computing Planning" by Angie Parsons, Director, Management Decision System
- "The Correlation Between Culture and Learning Styles" by Sue Patrick, ESL Instructor

Counseling

- An Analysis of the Counseling Department's Educational Intervention Program for Students on Academic Alert Status by Dr.Gloria Rose Koepping, Counselor

Campus Environment

- A Survey of Cultural Diversity in the Curriculum by Dr. Gloria Rose Koepping, Counselor
- A Survey of Racism and Sexism on Campus by Dr. Gloria Rose Koepping, Counselor

Student Outcomes

- A Survey of Washington Community College Transfers by Molly Reitz, Program Assistant II, Dean of Students Office
- Placement Follow-up Study by Phil Swanberg, Dean of Students. (Yearly)
- Study of Student Performance at Highline Community College Compared with Performance of University of Washington Students in Identical Courses by Dr. Dave Rehfield, Physics Instructor
- A study/assessment of High School Preparation in Foreign Languages for college-level work at Highline Community College by Donna Wilson, Coordinator Foreign Languages, Spanish Instructor, Ellen Hofmann, French Instructor, and Dr. Gisela Schimmelbusch, German Instructor.

Faculty Publications

- Textbooks and Laboratory Manuals by faculty members. A number of Arts and Humanities Division members have published poetry and have had art work displayed.

The existing contract between the College and teachers does not specifically encourage scholarship or research, although in order to achieve column advancement the teacher must accumulate "credits." These credits can be academic credits which might equate to scholarship, or they could be Professional Development Units which are granted for various activities such as attending conferences. The Instructional Improvement grant provides a travel budget for each full-time tenured instructor. TITLE III allowing for released time to do things like team teach or prepare experimental classes. A total of sixty-four faculty have participated in Title III projects.

The contract does encourage teachers to achieve a doctorate. In part it reads: "A full-time tenured faculty member who earns a doctoral degree from an accredited institution while employed at Highline Community College shall receive a one-time award of $1,000 as recognition for the increased value, prestige, and knowledge he/she contributes to the College."

Sources of funds for scholarship and research are available from several areas:

OUTCOMES ASSESSMENT

State funds were allocated to learn more about the nature and implications of the current assessment movement in higher education. These monies provided opportunities for faculty, administrators, staff, and students to learn about assessment theory.

1990-1991	$60,000

INSTRUCTIONAL IMPROVEMENT

1990-1991	Instructional Improvement	$ 32,083
1989-1990	Instructional Improvement	29,487
1988-1989	Instructional Improvement	25,973
1987-1988	Instructional Improvement	24,099
1986-1987	Instructional Improvement	$24,571
	TOTAL:	$136,213

These funds were spent to improve instruction: a total of 117 full-time and 35 part-time faculty. Faculty attended conferences and classes, wrote papers and manuals. Such activities could be considered scholarship and research.

FACULTY TRAINING & TRAVEL

Section 1106 of the Highline College Education Association (H.C.E.A.) negotiated contract.

1990-1991	Training Fees for Faculty	$13,854
	Travel Costs	$15,796
1989-1990	Training Fees for Faculty	$11,209
	Travel Costs	$13,081
1988-1989	Training Fees for Faculty	$ 9,585
	Travel Costs	$ 8,011
1987-1988	Training Fees for Faculty	$ 8,859
	Travel Costs	$ 7,678
1986-1987	Training Fees for Faculty	$ 5,872
	Travel Costs	$ 4,778
TOTALS FOR LAST FIVE YEARS:		
	Training Fees for Faculty	$49,379
	Travel Costs	$49,344

TITLE III FUNDS

Highline Community College has a Title III Cooperative Faculty Development Grant which has funded faculty in projects that allow them to pursue knowledge and experience which lead to improving their teaching.

A conservative estimate of Faculty Development (Title III) funding that has gone toward these projects is:

1990-1991	$11,629.16
1991-1992	$12,000.00
TOTAL:	$23,629.16

FEDERAL VOCATIONAL FUNDS

The figures listed below are the federal vocational funds expended for professional development activities for Highline's vocational programs in the last five years. These activities included local as well as national workshops, seminars and conferences attended by occupational faculty and staff.

1990-1991	$12,879
1989-1990	$13,788
1988-1989	$15,385
1987-1988	$13,788
1986-1987	$20,317
TOTAL:	$79,181

ANALYSIS

The institution's mission is teaching. A number of faculty have established competencies in related fields through re-education and are presently teaching courses in those fields. Many more faculty keep current in their subjects through scholarly activities such as reading, writing, participation in classes, seminars and workshops, and returning to industry for limited periods.

Evidence to show that faculty scholarship and research have enhanced the educational effectiveness of Highline College's academic programs is anecdotal. There is no research evidence relating to this issue.

However, each of the divisions has added new courses and made major course revisions to keep current with changing technologies and curriculum requirements.There is no evidence of any disadvantages accruing from the limited research conducted at Highline Community College. Research by individual faculty members has resulted in many customized texts, workbooks, and lab manuals being written and used in classes.

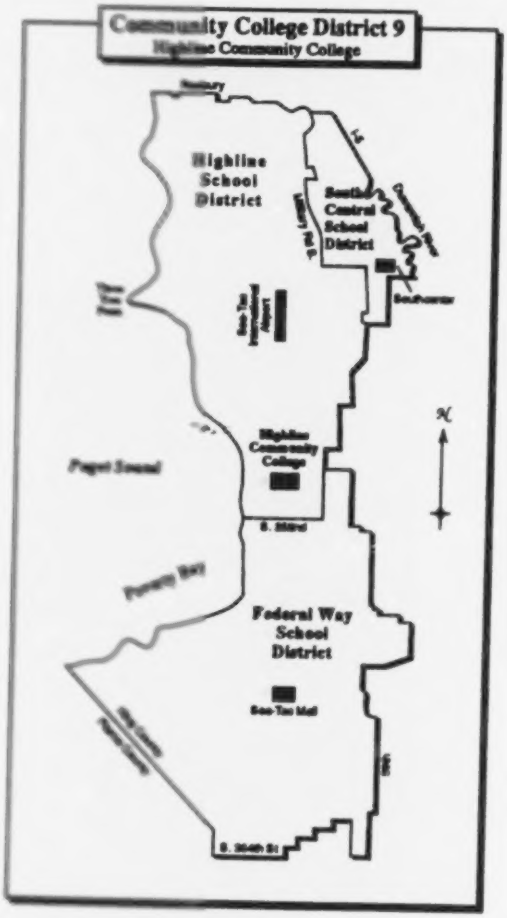
The workload for faculty is relatively heavy, leaving little time for research and scholarly activities. Teaching loads average 15 credit hours per quarter. In addition, faculty do most of the student advising and serve on a variety of committees and councils. However, this load is balanced by no requirements for doing research. The number of

BEST COPY AVAILABLE

educational leaves available is minimal due to budgetary constraints.

RECOMMENDATION

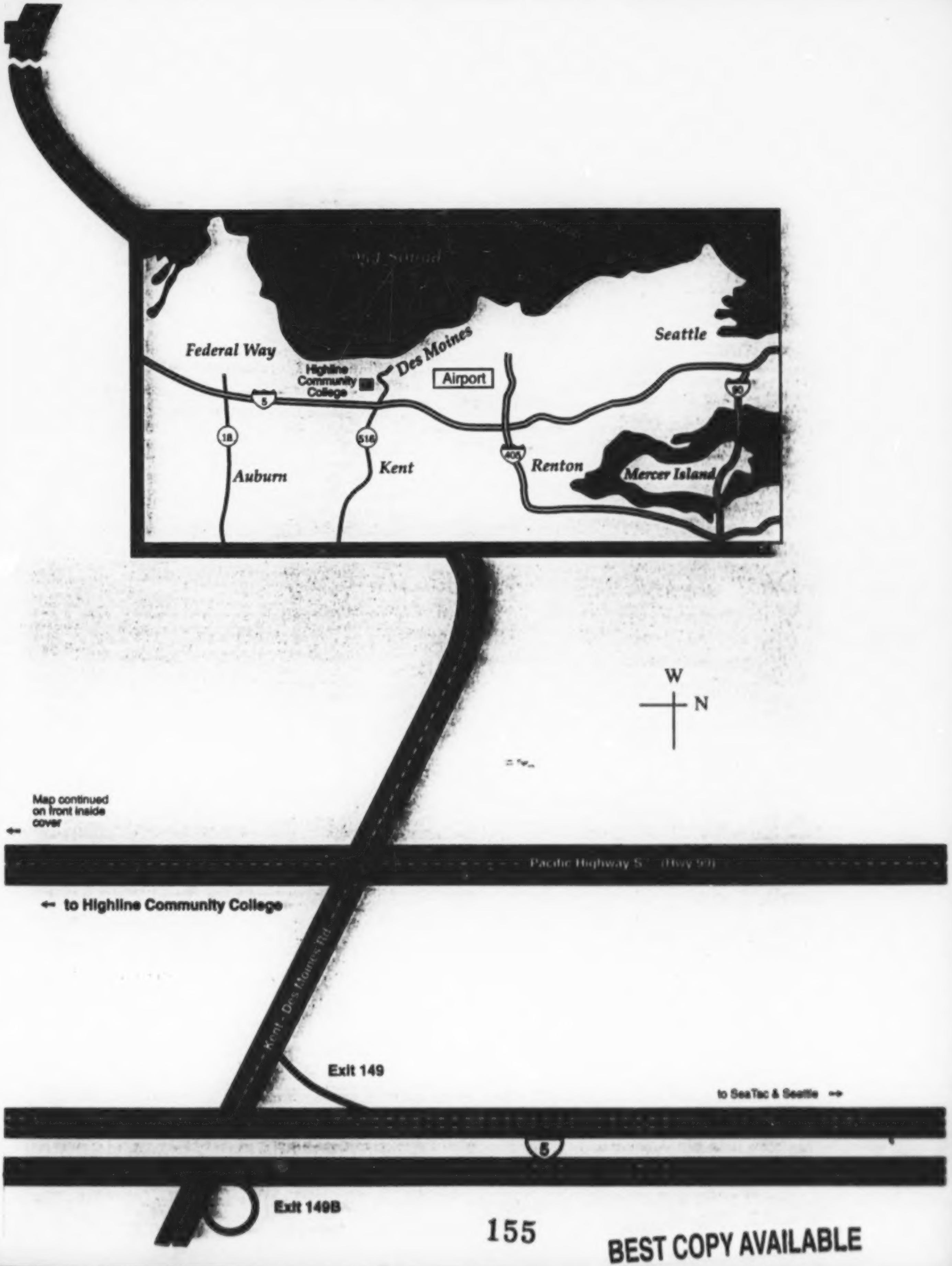
Highline Community College, as an institution, makes no significant contributions through research nor should it. Research is not part of its mission.


Community College District 9
Highline Community College
Highline School District
South Central School District
Southcenter
Highline Community College
Puget Sound
Poverty Bay
Federal Way School District
Sea-Tac Mall
N

This self-study report was designed and typeset by Keith Banks,
Highline Community College Public Information Office.
Charts and graphs by Thea Lerman, Media Services.

Printed by Students
Offset Printing Program
Highline Community College

BEST COPY AVAILABLE


Puget Sound
Federal Way
Des Moines
Seattle
Highline Community College
Airport
5
90
18
516
405
Auburn
Kent
Renton
Mercer Island
W
N
Map continued on front inside cover
Pacific Highway S. (Hwy 99)
← to Highline Community College
Kent - Des Moines Rd.
Exit 149
to SeaTac & Seattle →
5
Exit 149B

BEST COPY AVAILABLE

156

BEST COPY AVAILABLE